INSTRUCTOR NAME: CLARISSA SALINAS, PHD, LPC  
TERM: SPRING 2019  
TELEPHONE NUMBER: 956-665-3470  
EMAIL: CLARISSA.SALINAS@UTRGV.EDU  
MEETING TIMES AND LOCATION: WEDNESDAYS 7:20- 9:50PM EDUCATION COMPLEX 2.222  
OFFICE LOCATION: EDUCATION COMPLEX 1.642 (EDINBURG CAMPUS)  
OFFICE HOURS: BY APPOINTMENT  
*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.  

Response Time: 
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. 
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course. 

Textbook and/or Resource Material  
Required Texts:  

Recommended Texts:  

Course Description and Prerequisites  
This course explores the theory and techniques of administering, scoring, and interpreting educational and psychological tests. Includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling. In the last segment of the course, students will practice taking, administering, and interpreting a variety of educational and psychological tests.  

Prerequisite: COUN 6301 Intro to Research Methods in Counseling  

Learning Objectives/Outcomes for the Course  
1. Students will learn about the history of assessment, and role of assessment in counseling.  
2. Students will learn about the different types of measurement scales.  
3. Students will learn about norm referenced, and criterion referenced measures. 

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
4. Students will learn the measures of central tendency, measures of variability, normal distribution.
5. Students will learn about reliability and validity.
6. Students will learn the process of selecting, administering, and scoring assessment results.
7. Students will learn the process of initial assessment in counseling.
8. Students will learn about diagnosis and treatment planning.
9. Students will learn about intelligence and ability testing, as well as achievement and aptitude.
10. Students will learn about career and personality testing.
11. Students will learn the process of program evaluation.
12. Students will learn and understand ethics for using assessment in counseling.

Course Objectives
In addition to the above learning objectives, please note the following other CACREP core and specialty areas are cross-referenced within the course schedule:

1) understand the role and purpose of assessment as part of professional practice; (CACREP II.K.1.b.; II.K.7.a.,h.; DS II.C.7; CC A.2; SC A.3)
2) become conversant about professional and ethical issues related to assessment; (CACREP II.K.1.h.; II.K.7.i.; DS II.C.7,8)
3) develop a knowledge base with regard to psychometric characteristics of assessment instruments, such as reliability and validity; (CACREP II.K.7.d.,e.; DS II.C.7)
4) understand statistical concepts related to assessment, including mean, standard deviation, and various derived scores (e.g., standard scores, T-scores, percentiles); (CACREP II.K.7.c.; DS II.C.7)
5) understand the importance of obtaining background information via interview and developmental history; (CACREP II.K.7.b.,f.,h.; DS II.C.7; CC A.5; SC A.7)
6) understand the importance of behavioral observations as part of the assessment process; (CACREP II.K.7.b.; DS II.C.7)
7) demonstrate knowledge of general and specific rules for administration, scoring, and interpretation of a variety of standardized measures of intelligence for use with individuals across the lifespan; (CACREP II.K.7.g.,h.; DS II.C.7; CC C.4,.5; SC C.2.d)
8) demonstrate competence regarding guidelines for the administration, scoring, and interpretation of various measures of personality, emotional functioning, and behavioral functioning for use with individuals across the lifespan; (CACREP II.K.7.g.,h.; DS II.C.7; CC C.4,.5; SC C.2.d)
9) prepare a psychological assessment report incorporating developmental history, clinical interview, test observations, test results, and interpretation; (CACREP II.K.3.c.; II.K.7.g.,h.; DS II.C.7; CC C.4,.5; SC C.2.d)
10) critically evaluate and master assessment instruments independently by investigating additional instruments and presenting the instruments to the class. (CACREP II.K.7.b.,d.,e.,f.,g.; DS II.C.7)
Methods of Instruction
A variety of instructional methods will be employed including lectures, assigned readings, PowerPoiont slides, videos, and class discussions and activities.

Method of Evaluation and Course Requirement
Evaluation will be based on students’ ability to successfully complete course requirements. Students are expected to complete their own assignments.

1. Quizzes (15)
2. Standardized Instrument Review/Critique
3. Group Project (PowerPoint presentation)
4. Assessment Administration
5. Critical Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (15)</td>
<td>15 (1 point each)</td>
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<tr>
<td>Standardized Instrument Review/Critique</td>
<td>20</td>
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<tr>
<td>Group Presentation</td>
<td>20</td>
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<tr>
<td>Critical Evaluation</td>
<td>5</td>
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<tr>
<td>Assessment Administration</td>
<td>40</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Course Assignments

1. Quizzes (15)

Students will demonstrate understanding of course content through weekly quizzes posted on Blackboard. The purpose of the quizzes is to ensure understanding of the textbook material. Quizzes will consist of multiple choice questions.

2. Standardized Instrument Review/Critique

The purpose of this assignment is to give you experience in evaluating assessment instruments. Below is an outline to assist you with this project. If you go to [http://aarc-counseling.org/test](http://aarc-counseling.org/test)-reviews you will see many examples of this type of evaluation. By choosing an instrument not on the website, you have an opportunity to publish a test review for the Association for Assessment in Counseling and Education, a national division of the American Counseling Association. The following outline is provided

I. General Information
   A. Title:
   B. Authors of the Instrument:
   C. History of the Instrument:
   D. Forms, groups to which applicable:
   E. Time Required for Administration:

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
I. Cost:
G. Publisher:

II. Practical Evaluation
A. Features of Assessment Materials:
B. Ease of Administration:
C. Scoring Procedures:
D. Qualifications for Administrators:
E. Use in Counseling:

III. Technical Evaluation:
A. Norms:
B. Validity and Reliability:
C. Generalizability:

IV. Application of Instrument
A. Major Strengths and Limitations of the Assessment:
B. Multicultural Considerations of Instrument:
C. Recommendations for Use:

3. Group Project

Students will create a group presentation for class discussion about a relevant counseling assessment instrument. Groups will be made up of 3-4 students. Groups and presentation dates will be determined on the second day of class. Each presentation will include an oral presentation and supporting written documents (1-page handout) that clarify and enhance the ability of students in the class to apply the information in the practice of counseling. Students will be assigned a presenting problem and research appropriate assessments to address the problem. Search for as many assessments as possible to share with the class AND prepare a 1-page handout that lists all of the assessments with instructions on where to find them. Students will then present a fictional case study to the class, explain how their instrument is an appropriate choice to use with their client, and explain the instrument. PowerPoint presentations and activities are required of students. Each member of the team should share in the preparation and presentation. Each of your 50-minute presentations will focus on one of the follow topics. Note: All topics must be approved by the instructor.

Suggestions for Instrument Review Papers and Group Presentations

<table>
<thead>
<tr>
<th>Instrument</th>
<th>CPI-R</th>
<th>CPI-R</th>
<th>MCMi-III</th>
<th>BDI</th>
<th>BAI</th>
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<tr>
<td>MMPI-2</td>
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<td>STANDFORD-BINET-V</td>
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<td>WJ III</td>
<td>WRAT</td>
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<tr>
<td>NEO-PI-R</td>
<td>TSCS:2</td>
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<td>RORSCHACH</td>
<td>H-T-P</td>
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NOTE: Cultural, Linguistic, Special Education and Other Diversity Issues. In both the assessment instrument review paper and the group project, students are required to address diversity and linguistic issues and strategies to meet individualized student needs.

4. Assessment Administrations
Students will do this assignment once during the semester. Students will administer a biopsychosocial assessment and an instrument/test to a volunteer/classmate. Students will score it/summarize it, and interpret it. The administrations should include one semi-structured interview (BioPsychoSocial assessment) and one instrument (example OQ-45). Students will turn in a case study report with the following information:

Identifying Information:
Reason for Referral:
Background Information and Presenting Problem:
Behavioral Observations:
Assessment Results and Interpretations:
Summary:
Signature:
Recommendations:
A copy of the biopsychosocial assessment:
A copy of the instrument:

5. Critical Evaluation

Each student will complete a rating form, created by the instructor, for each group presentation. Students will be given their feedback at the end of the semester.
## Course Schedule

Please note that this schedule is tentative. Assigned reading must be complete *prior* to class. Class lectures, discussions, and activities will build upon assigned readings, so completing reading assignments prior to class are essential for successful participation in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings and Assignments Due Prior to Class Meeting</th>
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</table>
| 01/16  | Introductions and Course Overview  
Chapter 1 - The Role of Assessment in Counseling                               |                                                     |
| 01/23  | Chapter 2 - Case Studies and Progress Notes                                  | Chapter 1  
Chapter 2  
*Quiz for chs. 1 & 2*                       |
| 01/30  | Chapter 3- The Fundamentals of Assessment Results                            | Chapter 3  
*Quiz for ch 3*                                  |
| 02/06  | Chapter 4- Current Standards of Reliability  
Chapter 5- Current Standards of Validity                                        | Chapter 4 & 5  
*Quiz for chs. 4&5*                              |
| 02/13  | Chapter 6- How to Choose an Assessment Instrument  
Chapter 7- Conducting and Initial Interview  
Chapter 8- Multicultural and Special Population Assessment Issues in Counseling | Chapters 6, 7 & 8  
*Quiz for chs. 6, 7&8*                          |
| 02/20  | Chapter 9- Fundamentals of Intelligence Assessment                           | Chapter 9  
*Quiz for ch. 9*                                  |
| 02/27  | Chapter 10- Fundamentals of Achievement and Aptitude Assessment: Issues of Ability | Chapter 10  
*Quiz for ch. 10*                                 |
| 03/06  | Chapter 11 - The Multiaxial System, Common Axis I and II Disorders, and the MMPI and MMPI-2-RF | Chapter 11  
*Quiz for ch. 11*  
*Standardized Instrument Review/Critique DUE on BB* |
| 03/13  | SPRING BREAK                                                                |                                                     |
| 03/20  | Chapter 12- Fundamentals of Career Assessment  
Chapter 13- Marriage, Substance Abuse, and Suicide Assessment                  | Chapters 12 & 13  
*Quiz for chs. 12&13*                           |
| 03/27  | Chapter 14- Fundamentals of Interpretation in Assessment  
Chapter 15- Accountability Issues in Counseling and Assessment                | Chapter 14 & 15  
*Quiz for ch. 14 & 15*                         |
| 04/03  | Presentations                                                               | Critical Evaluations due at end of class            |
| 04/10  | Presentations                                                               | Critical Evaluations                                |
Course Policies

Attendance
Due to the purpose of this class and the interactive nature of this group, attendance is mandatory. This class also requires active participation, and critical discussions of the readings and dialogues. Class attendance is related to academic success and class participation contributes to the synergism of the educational process. Students are expected to attend all classes, including laboratories, practicum, and attendance at events associated with the course or program. It is the responsibility of the student to contact the professor before an absence, if possible, or, in the case of an emergency, as soon after the absence as possible. It is also the responsibility of the student to make up any work missed to the satisfaction of the professor on the basis of guidelines stated in that professor’s course syllabus (Graduate Catalog, 2015). Three late arrivals or departures to class (more than 10 minutes late) will constitute one absence. Students absent from more than two sessions or classes will be receive a letter deduction from their final grade.

Technology in the Classroom
You may bring cell phones to class, but they should be turned off, unless there is the likelihood of an emergency and you have obtained permission from the instructor to keep the cell phone active. You may bring a computer to class for taking notes, but you should not run any applications active on your computer except the application you are using to take notes. If additional active applications are identified, you may lose the privilege to take notes using the computer. Notes should not be taken concerning personal disclosures of classmates or presentations made by classmates.

Late Assignments
All assignments, are due at the beginning of class on the date identified in the course schedule. For each calendar day (not class period) that an assignment is late, 25% of the assignment value will be deducted from the assignment grade. Exceptions to this policy will be made at the instructor’s discretion because of extenuating factors reported by the student. Requests for extra time on an assignment are required at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an

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appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- **Module 1**: October 4 – 10
- **Module 2**: November 29 – December 5
- **Full Fall Semester**: November 15 – December 5

**SCHOLASTIC INTEGRITY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity.
including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES**

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

**Required Reading List for Graduate Students in Department of Counseling and Guidance**

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list. As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,


