



Lincoln Memorial University

HARROGATE, TENNESSEE

VALUES • EDUCATION • SERVICE

CG 671
Assessment in Counseling

Course Delivery Method: Conventional Class Meetings on Campus
Course Section:
Meeting Time and Place:
Course Credit Hours: 3

FACULTY CONTACT INFORMATION:

OFFICE HOURS: SCHEDULED OFFICE HOURS, BEFORE AND AFTER CLASS AND BY APPOINTMENT,

OFFICE NUMBER:

PHONE:

EMAIL:

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION:

Course surveys individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Students will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales and complete an integrated assessment report.

II. COURSE OBJECTIVES:

Course Objectives or Purposes

- A. Equip counselor candidates to understand technical terms in professional journals, test manuals, and test reports, and to be able to develop an educated opinion about the psychometric soundness of any psychological test, i.e., an understanding of reliability and validity, practicality, etc.
- B. Provide counselor candidates with knowledge related to the use, management, analysis,

- and presentation of data from school and/or agency-based information (e.g., standardized testing and grades) to improve student/client outcomes.
- C. Provide counselor candidates with knowledge related to the accurate identification of student/client academic and personal/social competencies.
 - D. Equip counselor candidates with knowledge of the use of assessment/testing procedures to explain learner goals/outcomes.
 - E. Identify a referral problem and the implications for assessment
 - F. Demonstrate the ability to conduct, correctly interpret, and document an appropriate interview with a parent, teacher, family member, or student.
 - G. Demonstrate the ability to integrate assessment data into a cohesive report
 - H. Appropriately administer a standardized assessment.

CACREP 2016 Standards

2. F. 3 HUMAN GROWTH AND DEVELOPMENT

- h. a general framework for understanding abilities and strategies for differentiated interventions

2 F.7 ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- e. use of assessments for diagnostic and intervention planning purpose
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

II F.8 RESEARCH AND PROGRAM EVALUATION

- c. needs assessment

III. TEXTS/MATERIALS FOR THE COURSE:

Hays, D. (2013) *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures, 6th Edition* . Alexandria, VA: American Counseling Association.

Bradley, J. & McClelland, J. (1974). *Basic Statistical Concepts: A Self-Instructional Text*. Scott, Foresman and Company.

Additional Readings/Knowledge Base

American Counseling Association. (2003). *Standards for qualifications of test users*. Alexandria, VA: Author.

- Association for Assessment in Counseling. (2003). *Responsibilities of users of standardized tests*. Greensboro, NC: Author.
- Bellak, L., & Abrams, D. M. (1997). *The T.A.T., the C.A.T., and the S.A.T. in clinical use* (6th ed.). Boston: Allyn & Bacon.
- Canino, I., & Spurlock, J. (2000). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment* (2nd ed.). New York: Guilford.
- Cohen, R. J. & Swerdlik, M. E. (2005). *Psychological Testing and Assessment, An Introduction to Tests and Measurement: 6th Edition*. New York, NY: McGraw-Hill.
- Conners, C.K., & MHS Staff. (2000). *Conners' Continuous Performance Test II (CPT II)*. North Tonawanda, NY: Multi-Health Systems.
- Klein, R. G. (1991). Parent-child agreement in clinical assessment of anxiety and other psychopathology: A review. *Journal of Anxiety Disorders*, 5, 187-198.
- Koppitz, E. M. (1964). *The Bender Gestalt Test for young children*. New York: Grune & Stratton.
- Kovacs, M. (2001). *Children's Depression Disorder (CDI)*. North Tonawanda, NY: Multi-Health Systems.
- Matarazzo, J. D. (1992). *Psychological testing and assessment in the 21st century*. *American Psychologist*, 47, 1007-1018.
- McCarney, S. B. (1989). *Attention Deficit Disorder Evaluation Scale-Second Edition*. Columbia, MO: Hawthorne Educational Services.
- Neukrug, E. S. & Fawcett, R.C. (2010). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists* (2nd ed.). Brooks/Cole: Cengage.
- Reynolds, C.R., & Kamphaus, R.W. (2004). *Behavior Assessment System for Children-Second Edition*. Circle Pines, MN: American Guidance Service.
- Sattler, J.M. (1998). *Clinical and Forensic Interviewing of Children and Families*. Guidelines for the Mental Health, Education, Pediatric, and Child Maltreatment Fields. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. & Hoge, R.D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations (5th Edition)*. Sand Diego, CA: Jerome M. Sattler, Publisher, Inc.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS: [This section must include a course-specific class attendance policy, learning outcomes, evaluation method and grading system, i.e., rubrics, percentages, tests, projects, etc.; it may also include an incomplete policy.]

Attendance - even with successful completion of make-up assignments, class absences could result in a reduction in the final course grade. **Class attendance requires staying the entire class period.** Refer to the *Graduate Catalog* for further academic restrictions.

Requirements

1. **Class participation, quizzes, & homework assignment**– This portion of your work will account for **25/325** points for course. Your homework assignment will be the development of a screening instrument that could be used for diagnostic and program planning purposes in a counseling situation. This “instrument” may consist of a page or two of questions about a particular mental disorder or counseling topic. You will not be required to devise an instrument that will produce normative data, but that will produce criterion-based data that will enable you to use this instrument with a real client. In-depth information about this assignment may be found in the Appendix of your syllabus. *Completed assignment will address the CACREP Professional Identity standards listed below:*

CACREP (2016) 2.F.7.a: a general framework for understanding abilities and strategies for differentiated interventions

CACREP (2016) 2.F.7.i: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

CACREP (2016) 2.F.7.f : use of assessments for diagnostic and intervention planning purpose

CACREP (2016) 2.F.7.k: reliability and validity in the use of assessments

2. **Comprehensive Exam**. This assignment will count **100/325** points for course. It will be given in class, open-note, open note, and open computer (although you may NOT go on line). The exam will consist of multiple choice, short answer, and (possibly) brief essay items.
3. [**Key Assignment #1**] – **Research Paper** – **100/325** points for course. Submitted to Via (formerly Live Text). This project will require the candidate to research and write a comprehensive summary and critique of a standardized assessment instrument. Specific requirements for this assignment may be found in the appendix. Detailed instructions may be found in the appendix. *Completed assignment will address the CACREP Professional Identity standards listed below:*

CACREP – 2016.2. F.3.h: a general framework for understanding abilities and strategies for differentiated interventions

CACREP – 2016.2. F.7.a: historical perspectives concerning the nature and meaning of assessment and testing in counseling

CACREP – 2016.2. F.7.e: use of assessments for diagnostic and intervention planning purpose

CACREP – 2016.2. F.7.f: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

CACREP – 2016.2. F.7.g: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

CACREP – 2016.2. F.7.h: reliability and validity in the use of assessments

CACREP – 2016.2. F.8.c: needs assessment

4. Key Assignment #2 – Case Study Analysis and Presentation - This assignment will account for **100 out of 325** points for the course. It will be submitted to Via (formerly known as Live Text). The candidate will complete a case study utilizing diagnostic instruments and practices mastered in this course. The group will present this case in class at the end of the semester. Power points and other visual enhancements for your presentation are recommended but not required. Participating in a small group presentation of a case is intended to demonstrate management of a hypothetical client case from the point of referral, defining the presenting problem, designing an appropriate assessment to address the presenting problem, interpretation of assessment results and summarizing data to make conclusions and treatment recommendations based on assessment results. Detailed instructions for this assignment may be found in the appendix. *Completed assignment will address the CACREP Professional Identity standards listed below:*

CACREP – 2016.2. F.7.i: use of assessments relevant to academic/educational, career, personal, and social development

CACREP – 2016.2. F.7.j: use of environmental assessments and systematic behavioral observations

CACREP – 2016.2. F.7.k: use of symptom checklists, and personality and psychological testing

CACREP – 2016.2. F.7.l: use of assessment results to diagnose developmental, behavioral, and mental disorders

CACREP – 2016.2. F.7.m: use of ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
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100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

Class Attendance

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes.

V. **METHODS OF INSTRUCTION:** This will include lecture, class discussions, collaborative assignments, individual and/or group presentations.

VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

Technology

Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turnitin

Candidates will be required to submit some assignments to *Turnitin*, the computer program designed for checking literature duplication. Submitting additional course work to *Turnitin* is at the instructor's discretion. Instructions for using Turnitin can be found at http://www.turnitin.com/en_us/training/student-training

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at <http://livetext.com> or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources

The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

Blackboard

Course syllabus and related reading material will be available on the Blackboard webpage.

Technology

Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turnitin

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Via (Formerly Live Text)

Each student will be required to establish an account with the Via program by the second class session. Via is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at <http://livetext.com> or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

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Blackboard

Course syllabus and related reading material will be available on the Blackboard webpage.

Week	Lessons
1	<ul style="list-style-type: none"> - Introductions. Review syllabus, class content, expectations, university policies. - Lesson: <i>Foundations of Assessment – PP Lesson – Introduction to Assessment</i> <p>CACREP - 2016.2.F.7.a: historical perspectives concerning the nature and meaning of assessment and testing in counseling CACREP – 2016.2.F.3.h: a general framework for understanding abilities and strategies for differentiated interventions</p>
2	<p>Lesson: - <i>Use of Assessment in Counseling</i> - <i>The Assessment Process</i></p>

	<p>Reading Assignment: Hays text: Chapter 1 and 2</p> <p>CACREP - 2016.2.F.7.a: historical perspectives concerning the nature and meaning of assessment and testing in counseling</p>
3	<p>Lesson: - <i>Ethical, Legal, and Professional Considerations of Assessment</i> - Multicultural Considerations of Assessment</p> <p>Reading Assignment: Hays text: Chapter 3 and 4</p> <p>CACREP – 2016.2. F.7.m: ethically and culturally relevant strategies for selecting, administering, and interpreting test results</p>
4	<p>Lesson: - <i>Measurement Concepts</i> - <i>Understanding and Transforming Raw Scores</i></p> <p>Reading Assignment: Hays Text: Chapters 5 and 6</p> <p>CACREP – 2016.2.F.7.f: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</p> <p>CACREP – 2016.2.F.7.h: reliability and validity in the use of assessments</p>
5	<p>Lesson: - Measurement Concepts (continued)</p> <p>Reading Assignment: Hays Text: Chapters 5 and 6 Handouts</p> <p>CACREP – 2016.2.F.7.g: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations reliability and validity in the use of assessments</p>
6	<p>Lesson: - <i>Initial Assessment in Counseling, Needs Assessment</i> - Substance Abuse and Mental Health Assessment</p> <p>Reading Assignment: Hays Text: Chapters 7 and 8</p> <p>CACREP – 2016.2.F.7.e: use of assessments for diagnostic and intervention planning purpose</p> <p>CACREP – 2016.2. F.8.c: needs assessment</p>
7	<p>Lesson: - <i>Assessment of Intelligence</i></p> <p>Reading Assignment: Hays text: Chapter 9</p> <p>CACREP – 2016.2.F.3.h: a general framework for understanding abilities and strategies for differentiated interventions</p>
8	<p>Lesson: - <i>Ability Testing: Academic Aptitude and Achievement</i></p>

	<p>Reading Assignment: Hays Text: Chapter 10</p> <p>CACREP – 2016.2.F.7.i: use of assessments relevant to academic/educational, career, personal, and social development</p>
9	<p>Lesson: - <i>Career and Life-Planning Assessment</i> - <i>Measurement of Interests and Values</i></p> <p>Reading Assignment: Hays text: Chapters 11 and 12</p> <p>CACREP – 2016.2.F.7.i: use of assessments relevant to academic/educational, career, personal, and social development</p>
10	<p>Lesson: <i>Assessment of Personality</i></p> <p>Reading Assignment: Hays text: Chapter 13</p> <p>CACREP – 2016.2. F.7.k: use of symptom checklists, and personality and psychological testing</p>
11	<p>Lesson: <i>Assessment of Interpersonal Relationships, Using Assessment Results</i></p> <p>Reading Assignment: Hays text: Chapter 14</p> <p>CACREP – 2016.2. F.7.k: use of symptom checklists, and personality and psychological testing</p> <p>CACREP – 2016.2. F.7.i: use of assessment results to diagnose developmental, behavioral, and mental disorders</p>
12	<p>Lesson: - <i>Review for Exam.</i></p> <p>Reading Assignment: Hays Text: Chapter 10</p> <p>CACREP – 2016.2.F.7.j: use of environmental assessments and systematic behavioral observations</p>
13	<p>Lesson: - <i>Career and Life-Planning Assessment</i> - <i>Measurement of Interests and Values</i></p> <p>Reading Assignment: Hays text: Chapters 11 and 12</p> <p>CACREP – 2016.2.F.7.i: use of assessments relevant to academic/educational, career, personal, and social development</p>
14	Review for Exam. Practice exams taken in class; questions answered.
15	Final Exam: In-class, open note, open book.

VII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):
NA

VIII. DEPARTMENT OR PROGRAM MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: <http://www.lmunet.edu/about/mission.shtml>.

PROGRAM MISSION STATEMENT:

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

IX. METHODS OF INSTRUCTION:

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

Clinical Experiences: Course includes a field experience component of service learning where student will spend at least 5 hours in Service Learning in a community environment, and submit a Service Learning Reflection to document and reflect upon this experience, as guided by assignment completion guideline and rubric.

X. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.** Course syllabus and Online Gradebook will be maintained

Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

LiveText/Via

Each student will be required to establish an account with the LiveText or Via program by the second class session. LiveText/Via is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText/Via is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

XI. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

XII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A

XIII. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

XIV. Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

XV. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XVI. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XVII. University Policies:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result

in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

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Handbooks: <http://www.lmunet.edu/student-life/handbooks>

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Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

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HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

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achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

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XVIII. MISSION STATEMENTS:

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XIX. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one

another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at Kaci.Ausmus@lmunet.edu.

- XX. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XXI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

XXII. MISCELLANEOUS COURSE ELEMENTS HERE
NA

XXIII. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2019:

Event	Date(s)
Classes Begin	August 19
Last Day to Add Classes	August 28
Labor Day (no classes)	September 2
Last Day to Drop Course without “WD”	September 17
Mid-Terms	October 8-12
Homecoming (classes held as scheduled)	October 10-12
Last Day to Drop Course without “F”	October 25
Thanksgiving holiday (no classes)	November 27-29
Last Day of Classes	December 6
Final Exams	December 9-13
Commencement	December 14

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XXIV. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academics/academic-and-student-services/academic-support> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XXV. University Policies:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)

- Jury duty
- Military duties
- Religious observances of a student’s faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

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Appendix A: Homework Assignment – Construction of Homework Instrument

Completion Guidelines:

Introduction

The candidate will develop a brief screening instrument that can be used to assist in the screening/assessment of mental disorders and topics for counseling and to assist in drawing a diagnostic conclusion and aiding in the development of a treatment plan. This product will be developed over the length of the semester, and it will be graded in terms of satisfactory completion. If all elements of your instrument development have been satisfactorily completed, you will get the maximum 25 points available for this assignment.

Template/Outline

1. Include a definition of the mental disorder or counseling topic to be assessed by your instrument. This will require some research of the disorder/topic of interest to help define the the disorder or construct you wish to measure. For example, one source could be a text, “Basic Model for Anxiety Disorders” (I made that up). You might also look at a similar instrument (e.g., the Beck Anxiety Scale) for ideas about measuring the construct(s) you are trying to measure.

Completing this portion of the homework paper will address:

CACREP (2016) 2.F.7.a - historical perspectives concerning the nature and meaning of assessment and testing in counseling

2. Develop a number of items (questions or prompts) that are considered to be discriminative for your disorder or construct(s).

Completing this portion of the homework paper will address:

CACREP (2016) 2.F.3.i - a general framework for understanding abilities and strategies for differentiated interventions

3. The candidate will first then develop interpretation guidelines for your instrument. What would be reasonable cut-off scores? It could be good to

include at least three “ranges” – for example, 5 and below means no anxiety problems; 6-8 means moderate anxiety problems; 9 and above means severe anxiety problem.

Completing this portion of the homework paper will facilitate mastery of:

CACREP (2016) 2.F.7.i– basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

CACREP (2016) 2.F.7.f - use of assessments for diagnostic and intervention planning purpose

4. The candidate’s instrument will be administered to the same examinee by more than one candidate to determine test reliability. The instrument will also be compared to the results of a similar instrument, widely accepted in the field for measuring the same disorder or construct to determine test reliability.

Completing this portion of the homework paper will facilitate mastery of:

CACREP (2016) 2.F.7.k – reliability and validity in the use of assessments

Appendix B: Key Assignment #1: Research Paper

Completion of this assignment will facilitate mastery of CACREP 2016 Standards:

II. F. 3 HUMAN GROWTH AND DEVELOPMENT

- h. a general framework for understanding abilities and strategies for differentiated interventions

II F.7 ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- e. use of assessments for diagnostic and intervention planning purpose
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments

II F.8 RESEARCH AND PROGRAM EVALUATION

- c. needs assessment

Completion Guidelines

OUTLINE FOR TEST REVIEW – Research Paper – Do not submit in question/answer format

Information about the test

1. What is the name of the test?
2. Who are its authors?
3. Is there an alternate form available?
4. When was it published?
5. Who published it?
6. How much does it cost?
7. How long does it take to administer?
8. Is there a test manual?
9. How recently has the test been revised?
10. What was the standardization group?
11. Can this instrument help in determining therapeutic or educational needs of a group?

Aids to Interpreting Test Results

1. Does the manual provide a clear statement of : (a) the purposes and applications for which the test is intended and (b) the qualifications needed to administer the test and interpret it properly?
2. Do the test, manual, record forms, and accompanying materials guide users toward sound and correct interpretation of the test results?

Examinee Considerations

1. What prerequisite skills are needed by the examinee to complete the test?
2. In what languages or modes of communication can the test be administered?
3. Is the vocabulary level of the test's directions appropriate for the examinee?
4. How are the test items presented?
5. How are the test items responded to?
6. What stated and unstated adaptations can be made in presentation and response modes?
7. Is the test free of gender and ethnic biases?
8. Are the test materials interesting to the examinee?

Reliability and Validity

1. How reliable is the test and its component parts?
2. How valid is the test for its stated purposes?

Administration and Scoring

1. Are the directions for administration complete and clear?
2. Are the scoring procedures clear?

Scales and Norms

1. Are the scales used for reporting scores clearly and carefully described?
2. Are norms reported in an appropriate form, usually standard scores or percentile ranks?
3. Are the populations to which the norms refer clearly defined and described?
4. If more than one form is available, are tables available showing equivalent scores on the different forms?
5. Does the manual discuss the possible value of local norms and provide any help in preparing local norms? Source: Adapted from Salend (1984) and Thorndike and Hagen (1977).

Length, Resources, Style of Paper

1. Your paper should be a minimum of 5-12 pages.
2. You should have a minimum of 3 resources.
3. APA style should be followed throughout.

Rubric for Key Assignment #1 – Research Paper

Element	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
Identification, Spelling, Grammar	Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.	Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.	Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used
Demonstrates a knowledge of a general framework for understanding abilities and strategies for differentiated interventions CACREP Standard 2016.2.F.3.h	Counselor candidate demonstrates a thorough understanding of psychometrically assessed abilities and the ability to use an assessment of the same to develop appropriate and effective interventions.	Counselor candidate demonstrates a limited understanding of the general framework of the assessment of abilities and/or how assessment of the same is used to develop interventions.	Counselor candidate demonstrates little or no understanding of the general framework of the assessment of abilities and/or how assessment of the same is used to develop interventions.
Demonstrates an understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling CACREP Standard 2016.2.F.7.a	Counselor candidate demonstrates a thorough understanding of the development of psychometric assessment instruments and strategies, the theory/rationale for the same, and how these can be used to fairly and accurately develop counseling strategies and use these assessment instruments and strategies to measure progress/goal-attainment.	Counselor candidate demonstrates a limited understanding of the development of psychometric assessment instruments and strategies, and/or the theory/rationale for the same, and/or how these can be used to fairly and accurately develop counseling strategies and use these assessment instruments and strategies to measure progress/goal-attainment.	Counselor candidate demonstrates little or no understanding of the development of psychometric assessment instruments and strategies, and/or the theory/rationale for the same, and/or how these can be used to fairly and accurately develop counseling strategies and use these assessment instruments and strategies to measure progress/goal-attainment.
Demonstrates an understanding of assessments for diagnostic and intervention planning purposes CACREP Standard 2016.2.F.7.e	Counselor candidate demonstrates mastery of using psychometric testing/assessments to produce accurate diagnoses of mental disorders and provide information vital in developing interventions.	Counselor candidate demonstrates limited mastery of using psychometric testing/assessments to produce accurate diagnoses of mental disorders and/or provide information vital in developing interventions.	Counselor candidate demonstrates little or no mastery of using psychometric testing/assessments to produce accurate diagnoses of mental disorders and/or provide information vital in developing interventions.
Demonstrates a knowledge of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments CACREP Standard 2016.2.F.7.f	Counselor candidate demonstrates mastery of all types of psychometric assessments, including standardized and nonstandardized instruments, norm-referenced and criterion-referenced assessments, and group and individual assessments and understands the	Counselor candidate demonstrates limited mastery of various types of psychometric assessments, including standardized and nonstandardized instruments, norm-referenced and criterion-referenced assessments, and group and individual assessments and/or limited understanding of the	Counselor candidate demonstrates little or no mastery of various types of psychometric assessments, including standardized and nonstandardized instruments, norm-referenced and criterion-referenced assessments, and group and individual assessments and/or little or no understanding of the situations in which each is an

Element	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
	situations in which each is an appropriate instrument or procedure for various counseling situations.	situations in which each is an appropriate instrument or procedure for various counseling situations.	appropriate instrument or procedure for various counseling situations.
<p>Demonstrates a knowledge of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</p> <p>CACREP 2016 Standard 2.F.7.g</p>	Counselor candidate demonstrates mastery of all statistical concepts germane to psychometric assessments, including scales of measurement (such as standard scores and percentiles), measures of central tendency (mean, median, and mode), indices of variability (such as standard deviation), types of distribution (such as skewedness), and correlations.	Counselor candidate demonstrates limited mastery of statistical concepts germane to psychometric assessments, including scales of measurement (such as standard scores and percentiles), and/or limited mastery of measures of central tendency (mean, median, and mode), and/or limited mastery of indices of variability (such as standard deviation), types of distribution (such as skewedness), and correlations.	Counselor candidate demonstrates little or not mastery of statistical concepts germane to psychometric assessments, including scales of measurement (such as standard scores and percentiles), and/or little or no mastery of measures of central tendency (mean, median, and mode), and/or little or no mastery of indices of variability (such as standard deviation), types of distribution (such as skewedness), and correlations.
<p>Demonstrates a knowledge of reliability and validity in the use of assessments</p> <p>CACREP-2016 Standard 2.F.7.h</p>	Counselor candidate demonstrates an understanding of the measures of reliability and validity and their importance in choosing instruments and interpreting them appropriately.	Counselor candidate demonstrates limited understanding of the measures of reliability and validity and/or limited knowledge of their importance in choosing instruments and interpreting them appropriately.	Counselor candidate demonstrates little or no understanding of the measures of reliability and validity and/or little or no knowledge of their importance in choosing instruments and interpreting them appropriately.
<p>Demonstrates a knowledge of needs assessment</p> <p>CACREP 2016 Standard 2.F.8.c</p>	Counselor candidate demonstrates ability to utilize psychometric and other assessment methods to determine needs in the development of counseling services (such as planning a therapy group).	Counselor candidate demonstrates limited ability to utilize psychometric and other assessment methods to determine needs in the development of counseling services (such as planning a therapy group).	Counselor candidate demonstrates little or no ability to utilize psychometric and other assessment methods to determine needs in the development of counseling services (such as planning a therapy group).

Appendix C - Key Assignment #2: Case Study Analysis

CACREP (2016) Standards for Key Assignment #2

II F.7 ASSESSMENT AND TESTING

- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Completion Guidelines

Instructions: Complete one of the following Case Study Scenarios.

- **Your case study scenario write-up should be a minimum of 6-7 pages in length. Candidates should concentrate on providing and discussing the information prompted in the templates below. This should lead to a write-up of appropriate length.**

1. Case Study Scenario – *Ralphie*.

“Ralphie is just awful. He’s the worst student I’ve had in 23 years of teaching.” These are the words of Ms. Wormwood, 7th grade language arts teacher at Maplewood Middle School. When you talk to Ralphie’s other teachers, they say he’s a little wild, but pretty manageable. While Ms. Wormwood is a little old fashioned, you know that she is an excellent teacher who generally has good classroom management skills. As a school behavioral consultant, you wonder why Ralphie is so bad in Ms. Wormwood’s room. You observe Ralphie first in his other teacher’s rooms and confirm that, while he is a little active, he is generally a manageable, compliant student. Then, you prepare to observe Ralphie in Ms. Wormwood’s room. He has produced a standard score of 107 on a group test of cognitive ability, and his group achievement testing consistently produces average or above scores.

Directions for Write Up

I. You are a school counselor. Assume you conduct a narrative observation of 15 minutes in Ms. Wormwood’s room. You write furiously, compiling a total of 8 pages of notes.

Briefly describe the classroom environment, the required activities, and write a one to 1 ½ page sample of your “8-page” narrative observation, documenting samples of Ralphie’s behavior and the relevant behaviors of others in the room. Write below at least one page from this narrative observation, documenting the behavior of Ralphie, the teacher, and any relevant behaviors of other students in the classroom.

II. You then conduct a 15 minute observation of Ralphie in Ms. Wormwood’s class, using the ABC observation form.

Fill in the ABC observation form, including hypothetical behaviors and setting events and consequences that would seem to support the behaviors. To help you with completing the ABC observation form on Ralphie, consider the example below.

ABC Observation Form

Instructions: When observing a student, record behaviors of interest (*target behaviors*; behaviors you want to increase or decrease) in column B. Record conditions or what happened just before the behavior (or perhaps during the behavior) in column A (likely *setting events*). Record what happened to the student or that affected the student after the target behavior in column C (likely *reinforcers/punishers* of the behavior). Ordinarily, these observations could be several pages long, but, for this assignment, just provide a half-page or so of observations. An example of these comments are shown below using this observation format.

Subject Observed: Billy

A (Antecedent)	B (Behavior if concern/Target Behavior)	C (Consequence)
The teacher is helping other students (not looking at Billy).	Billy throws a paper wad at Mary.	The class laughs; Billy grins.

In the example above, a setting event (*antecedent* of the problematic behavior) is the teacher not looking at Billy. The problem *behavior* is Billy throwing the paper wad at Mary. The *consequence* (in this case, the reinforcer of Billy’s behavior) is the class laughing at him. In developing a plan for controlling Billy’s behavior, you could both control the setting event and address the consequence (class laughing at Billy) by taking away recess time for the class when they laugh out loud, thus, removing the reinforcer for Billy’s behavior.

III. Write a summative report (two or more pages), documenting the results of your observations, describing the problematic behaviors, your proposed hypothesis(es) (i.e., what causes/maintains them) for Ralphie’s behavior in Ms. Wormwood’s room (and not in other classrooms). Include also general recommendations for a behavior improvement plan, based on your observations and conclusions.

2. Case Study Scenario – Marion

You are a licensed professional counselor (LPC) in private practice. Marion presents to you as a 45 year old divorced white female who has been suffering from increasingly severe symptoms of depression. She has two grown daughters who are living independently in other states. Her relationship with her former husband is pleasant but not close. Marion dates infrequently, and she is presently seeing no one. She is

employed by a telephone company and lives in a comfortable condo by herself. She has several friends, but she spends most of her free time alone.

Directions for Write Up

- I. Write a complete interview scenario with Marion, including your questions and her responses (This should be 2-3 pages).**

Counselor: “Tell me what brings you here today.”

Marion: “I’m depressed.”

C: “Tell me more about your symptoms. For example, ...”

M: Etc.

This interview scenario should be 2-3 pages and should demonstrate your skill in gaining a rapport and in focusing in on particular symptoms that would help you determine diagnoses and a treatment plan. You may abbreviate some of this information. For example,

C: “Tell me about what you enjoy doing in your spare time.”

M: “I don’t do much.” [M. then explains that she used to date and had a number of hobbies but she doesn’t engage in any of these activities anymore.]

In this way, you may leave out more routine details of the conversation. Just be sure to demonstrate that you are orchestrating the interview to gain a rapport and to gather important information.

- II. Assume that you are trained and licensed to administer all types of psychometric assessments. What types of other tests might you administer and how would this information help you to diagnose and treat Marion? (This should be half a page or so).**
- III. Make a *general* diagnosis of Marion (e.g., Depression or Anxiety Disorder) and tell in general terms how your interview information and test data supported it. (E.g., the results of the MMPI included elevated scales indicating depression, so the Beck Depression Scale was administered. The Beck corroborated the diagnosis of depression. This was consistent with statements made during her interview, such as _____ that reflected themes of depression). (This may be ½ page or so).**
- IV. Devise a general treatment plan to include (1/2 to one page):**
1. Referral to a medical specialist for consideration of psychopharmacologic or other medical treatment if indicated.
 2. A program of counseling/therapy.
 3. Other support or related services as indicated.

3. Case Study Scenario – *Savita*

You are a school counselor in a medium-sized high school located on the outskirts of a large city. Savita is a beautiful young lady who has transferred to your school from a small country far from America, where a religious sect, characteristics by strict separation of gender roles is practiced. Savita is faithful to the dress code and demeanor required of her religion, and she wears her prescribed head covering. The family is quite educated, and they are all fluent in English. Savita is a 16 year old senior who has been promoted more rapidly through the grades due to her high academic ability. In your 20 years of working in public education, you have never seen such a talented student. Her teachers

can't stop talking about her performance, and Savita is well on her way to graduating as the valedictorian of her class.

Savita's parents regard themselves as particularly progressive, in that they have allowed their daughter to take advanced classes in math and science. They have even been persuaded to allow Savita to consider going to college, although their religion specifies that women should not be "excessively educated" and should, under no circumstances, forsake the responsibility of being a good mother and a strong and compliant wife to their husband. The parents have been grudgingly accepting of Savita's educational plans through high school, but they have drawn the line at her studying pre-medicine. "Our faith believes that only men should have professional positions of such responsibility; physicians should be men." You have just received the results of Savita's SAT exam, and her impressive scores suggest she would be academically quite suited to study the science and math courses required in a pre-medicine curriculum. You have asked Savita and her parents to come to your office for a meeting in which you will explain to them the results of this test and the implications for Savita's prospects for success in her chosen field of study, pre-medicine. Savita is bent on being a physician, but she feels basically dedicated to the behaviors and practices required by her religious faith, and even more dedicated to the authority of her parents. In her culture, the parents retain authority over their daughters until they get married or turn 25.

Assume that you have conducted an introductory counseling session with Savita's parents, the sole purpose of which was to gain an understanding of their cultural and religious beliefs and their perception of what Savita should do with her life. During this session, they expressed their beliefs about a woman's role in life (outlined above), and you simply acknowledged their beliefs and asked for clarification as needed. In previous conversations with Savita, you are aware of her ambivalent feelings. She is torn between wanting to comply with her parent's wishes and her traditional beliefs and her newly-developed desire to become a physician or scientist. Now you are about to initiate a second counseling session, this time with both Savita and her parents.

Directions for Write Up

I. Setting Goals. *Provide a one-half to one page sample counseling scenario in which you guide Savita and her parents towards setting one or more goals for their counseling. Assume that*

For example:

Counselor: Mr./Mrs. _____, to make sure I understand the situation, tell me about your wishes or goals for this counseling?

Parents: We want our daughter to do what we know is right with her life.

Counselor: And Savita, tell me about your wishes or goals for this counseling?

Savita:

II. Based on the sample exchange above, write two or three goals you consider appropriate and that might be acceptable to both Savita and her parents. Consider

in developing these goals that you may need only to make goals that would be valid for the near future...say, just through the first year of college.

III. Describe how you would assess the attainment of these goals (address each goal).

Standards and Scoring Rubrics for Key Assignment #2

Rubric for Key Assignment #2 – Case Study Analyses

Element	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
Identification, Spelling, Grammar	Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.	Author, title, source dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.	Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used
Demonstrates ability in the use of assessments relevant to academic/educational, personal, and social development CACREP Standard 2.F.7.i	Counselor candidate demonstrates the ability to utilize data from academic/educational, personal, and social development assessments to facilitate the delivery and monitoring of counseling services. The counselor candidate demonstrates a strong knowledge of both the assessment procedures and how the data produced relate to theoretical assumptions about the abilities and characteristics they measure.	Counselor candidate demonstrates limited ability to utilize data from academic/educational, personal, and social development assessments to facilitate the delivery and monitoring of counseling services, and/or the counselor candidate demonstrates a limited knowledge of both the assessment procedures and how the data produced relate to theoretical assumptions about the abilities and characteristics they measure.	Counselor candidate demonstrates little or no ability to utilize data from academic/educational, personal, and social development assessments to facilitate the delivery and monitoring of counseling services, and/or the counselor candidate demonstrates little or no knowledge of both the assessment procedures and how the data produced relate to theoretical assumptions about the abilities and characteristics they measure.
Demonstrates ability in the use of environmental assessments and systematic behavioral observations CACREP Standard 2.F.7.j	Counselor candidate demonstrates the ability to conduct environmental assessments and systematic observations (such as the ABC observation) to measure and monitor counseling needs. The counselor candidate demonstrates skills in conducting these assessments and observations as well as a thorough knowledge of the theoretical assumptions relating to these	Counselor candidate demonstrates limited ability to conduct environmental assessments and systematic observations (such as the ABC observation) to measure and monitor counseling needs, and/or the counselor candidate demonstrates limited skills in conducting these assessments and observations as well as a thorough knowledge of the theoretical assumptions relating to these	Counselor candidate demonstrates little or no ability to conduct environmental assessments and systematic observations (such as the ABC observation) to measure and monitor counseling needs, and/or the counselor candidate demonstrates little or no skills in conducting these assessments and observations as well as a thorough knowledge of the

Element	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
	assessments (such as operant condition, in the case of the ABC observation).	assessments (such as operant condition, in the case of the ABC observation).	theoretical assumptions relating to these assessments (such as operant condition, in the case of the ABC observation).
<p>Demonstrates ability in the use of symptom checklists, and personality and psychological testing</p> <p>CACREP Standard 2.F.7.k</p>	Counselor candidate demonstrates the ability to utilize symptom checklists, and personality and psychological testing data to measure and monitor counseling needs. The counselor candidate demonstrates strong ability to utilize the data from assessments even when they as counselors might not be qualified to administer (for example, projective tests).	Counselor candidate demonstrates limited ability to utilize symptom checklists, and personality and psychological testing data to measure and monitor counseling needs, and/or the counselor candidate demonstrates limited ability to utilize the data from assessments even when they as counselors might not be qualified to administer (for example, projective tests).	Counselor candidate demonstrates little or no ability to utilize symptom checklists, and personality and psychological testing data to measure and monitor counseling needs, and/or the counselor candidate demonstrates little or no ability to utilize the data from assessments even when they as counselors might not be qualified to administer (for example, projective tests).
<p>Demonstrates ability in the use of assessment results to diagnose developmental, behavioral, and mental disorders</p> <p>CACREP Standard 2.F.7.l</p>	Counselor candidate demonstrates the ability to use assessment results (from instruments or procedures such as a functional behavioral assessment, developmental checklists, or structured/standardized assessment instruments) to diagnose developmental, behavioral, and mental disorders. They utilize this data to make formal diagnoses of mental disorders or to identify specific developmental delays (such as gross motor skills) and behavior problems	Counselor candidate demonstrates limited ability to use assessment results (from instruments or procedures such as a functional behavioral assessment, developmental checklists, or structured/standardized assessment instruments) to diagnose developmental, behavioral, and mental disorders, and/or demonstrate limited ability to utilize this data to make formal diagnoses of mental disorders or to identify specific developmental delays (such as gross motor skills) and behavior problems	Counselor candidate demonstrates little or no ability to use assessment results (from instruments or procedures such as a functional behavioral assessment, developmental checklists, or structured/standardized assessment instruments) to diagnose developmental, behavioral, and mental disorders, and/or they demonstrate little or no ability to utilize this data to make formal diagnoses of mental disorders or to identify specific developmental delays (such as gross motor skills) and behavior problems
<p>Demonstrates ability in the use of ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results</p> <p>CACREP Standard 2.F.7.m</p>	Counselor candidate demonstrates the ability to choose instruments that are culturally appropriate as well as administering and interpreting the results of assessment and testing in a manner that is appropriate to the culture and individual characteristics of the client(s). They demonstrate both the ability to identify cultural and individual characteristics that are relevant to an assessment in addition to a knowledge of	Counselor candidate demonstrates limited ability to choose instruments that are culturally appropriate as well as administering and interpreting the results of assessment and testing in a manner that is appropriate to the culture and individual characteristics of the client(s), and/or they demonstrate limited ability to both identify cultural and individual characteristics that are relevant to an assessment in addition to a	Counselor candidate demonstrates little or no ability to choose instruments that are culturally appropriate as well as administering and interpreting the results of assessment and testing in a manner that is appropriate to the culture and individual characteristics of the client(s), and/or to little or no extent they demonstrate both the ability to identify cultural

Element	Above Sufficient (3 pts)	Sufficient (2 pts)	Below Sufficient (1 pt)
	what instrument(s) is/are appropriate given these considerations.	knowledge of what instrument(s) is/are appropriate given these considerations.	and individual characteristics that are relevant to an assessment in addition to a knowledge of what instrument(s) is/are appropriate given these considerations.