Argosy University, Chicago
MA Community Counseling
PC6525 Appraisal & Assessment
Spring 2011, Section BLC

FACULTY
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E-mail: vabouch@aol.com
Office Hours: By Appointment Only

MEETING DATES
First Week Meeting: January 28 - 30, 2011
Second Week Meeting: February 18-20, 2011

CLASS SCHEDULE
Friday 6-8:45pm
Saturday 9am-5pm
Sunday 9am-4pm

WEB-AUGMENTED ACTIVITIES
Course On Line Work begins January 10, 2011

Course length: 7.5 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0

TECHNOLOGY:
Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office: Acrobat (full version);
Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08; Norton Antivirus.

MASTER OF ARTS IN COMMUNITY COUNSELING MISSION STATEMENT
The mission of the Master of Arts in Community Counseling program at Argosy University in
Chicago is to create a learning environment that promotes academic excellence, professional
competence, and personal integrity. This mission is achieved through a curriculum that
integrates counseling skills, theoretical foundations of counseling, and clinical field experience
into appropriate interaction and intervention skills for utilization in a variety of settings with
diverse client populations. We serve a diverse student body from urban, suburban, and rural
areas who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of diverse communities.

The purpose of the Master of Arts in Community Counseling program is to deliver the core learning experiences established by academic program accreditation and the licensure board of the State of Illinois to assure that students completing the program are competent, ethical counselors prepared for post-graduate positions and professional counseling licensure.

**COURSE DESCRIPTION**
A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess couples and families is considered.

**COURSE DELIVERY FORMAT**
This course has class meetings scheduled on weekends and is web-augmented with a weekly online component found at [http://myeclassonline.com/](http://myeclassonline.com/). This online component is meant to supplement the content delivered in the face-to-face meetings and provides weekly instructional contact with the instructor of this course. Students can expect weekly reading assignments and online discussion questions that offer opportunities to interact with fellow students and course faculty, as well as opportunities to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, the faculty may use the web-based learning environment to provide supplemental resources and reading material.

The course will be available online to students one week prior to the beginning of the term. For questions pertaining to the online format, please refer to the registration bulletin.

**PROGRAM OUTCOMES**
The program outcomes, one to eight, of our Master of Arts in Community Counseling program are rooted in the CACREP standards. Program Outcomes 9 & 10 are Argosy University’s designed learning outcomes across programs.

**Program Outcome One: Professional Identity**

**Competency 1.** Understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.

**Program Outcome Two: Social and Cultural Diversity**

**Competency 1.** Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
Program Outcome Three: Human Growth and Development

**Competency 1.** Apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.

Program Outcome Four: Career Development

**Competency 1.** Apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

Program Outcome Five: Helping Relationships

**Competency 1.** Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

Program Outcome Six: Group Work

**Competency 1.** Understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

Program Outcome Seven: Assessment

**Competency 1.** Understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

Program Outcome Eight: Research and Program Evaluation

**Competency 1.** Understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Program Outcome Nine: Communication Skills

**Competency 1.** Communicate clearly and effectively, both orally and in writing.

Program Outcome Ten: Interpersonal Effectiveness (IE)

**Competency 1.** Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

COURSE OBJECTIVES

Each learning objective in this syllabus is tied to the program outcomes, and each program outcome corresponds to a specific CACREP standard, which is delineated by numeric representation, i.e. CACREP Section II.K.2.a as II.K.2a; or a specific Community Counseling Program standard as CC-A7.

Upon completion of this course, students will be expected to be able to meet the following CACREP and programmatic competencies:

1. Articulate the historical perspectives concerning the nature and meaning of assessment (II.K.7a; & CC-A1, B1).
2. Demonstrate basic skills in evaluating a client’s mental health status and clinical issues based on the initial interviews and other data gathering techniques (II.K.7b., & CC-C4).

3. Identify and apply assessment techniques and instruments available to the professional counselors in gathering data about clients for diagnostic and treatment purpose (II.K.7h; & CC-A5, C4, C5).

4. Be familiar with a variety of instruments (standard and non-standardized testing, norm-referenced or criterion-referenced, etc.) used in different counseling settings and purposes (e.g. interest, aptitude, surveys, checklists, etc.) (II.K.7b.; & CC-C4).

5. Be sensitive and able to examine the effects of diversity factors on the scores or test results when working with diverse client population, and to interpret client’s test results accordingly (II.K.7f; CC-C4, &A5).

6. Understand and use criteria (validity & reliability) or strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II.K.7g, 7d, 7e; & CC-C4).

7. Apply statistical concepts when choosing assessment instruments and in interpreting client’s test results (II.K.7c.).

8. To be aware of and consider ethical and legal issues involved in diagnosing clients and interpretation of test results (II.K7i; & CC-A4).

REQUIRED TEXTS:

<table>
<thead>
<tr>
<th>Title</th>
<th>Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (4th Ed.)</th>
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<tbody>
<tr>
<td>Author(s)</td>
<td>Albert B. Hood and Richard W. Johnson</td>
</tr>
<tr>
<td>Copyright</td>
<td>2008</td>
</tr>
<tr>
<td>Publisher</td>
<td>American Counseling Association</td>
</tr>
<tr>
<td>ISBN</td>
<td>978-1556202612</td>
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<td>Edition</td>
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<table>
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<tr>
<th>Title</th>
<th>Clinical Interviewing (4th Ed.)</th>
</tr>
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<tbody>
<tr>
<td>Author(s)</td>
<td>John Sommers-Flanagan and Rita Sommers-Flanagan</td>
</tr>
<tr>
<td>Copyright</td>
<td>2009</td>
</tr>
<tr>
<td>Publisher</td>
<td>Wiley Publishing</td>
</tr>
<tr>
<td>ISBN</td>
<td>978-0470183595</td>
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<td>Edition</td>
<td>4th</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR</th>
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<tbody>
<tr>
<td>Author(s)</td>
<td>American Psychiatric Association</td>
</tr>
<tr>
<td>Copyright</td>
<td>2000</td>
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</table>
### RECOMMENDED TEXTS:

<table>
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<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Copyright</th>
<th>Publisher</th>
<th>ISBN</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where to Start and What to Ask</td>
<td>Lucas, S.</td>
<td>1993</td>
<td>W.W. Norton &amp; Co.</td>
<td>0393701522</td>
<td></td>
</tr>
<tr>
<td>Interview Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Examination</td>
<td>Zimmerman, Mark</td>
<td>1994</td>
<td>Psych Products Press</td>
<td>0963382136</td>
<td></td>
</tr>
</tbody>
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### Additional Recommendations:

American Psychological Association: Washington, D.C.


**Internet Resources:**
The following sources on psychological assessment are available on the internet and may serve as sites to begin any search on this medium.


**CLASS POLICIES AND EXPECTATIONS**

**Attendance**
- Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student’s academic standing.
- Attendance in all blended (weekend) and evening face-to-face class meetings is required. **A student who cumulatively misses three (3) hours of class will receive a reduction of the final grade** unless the student successfully completes additional work with the instructor’s consent.
- **A student who misses six (6) or more hours of on-campus class will be required to withdraw from the course.** Exceptions may be made in extreme situations and on a case by case basis in the event of severe illness, critical emergency or family crisis. Documentation of these events must be submitted to the instructor (i.e. a doctor’s note, etc.). Additional work will be assigned in lieu of mandatory withdrawal. In the event of a student withdrawing due to absence, a refund of tuition is dependent on the documented reasons for the absence and must be approved by the Campus President.
Online Participation

- Students are expected to complete weekly reading and online assignments. **Online components of the course begin as the term begins.** Courses with class meetings spread through Term I and Term II are **bridged courses, which will all start on the 4th week of the first term, and end in the middle of the 4th week in Term II.** In other words, online participation will begin during the 4th week of the first term.
- Timely online participation is a form of class attendance. **Student financial aid may be affected by when a student last participates online.**

COURSE REQUIREMENTS/ASSIGNMENTS

Students will be required to select one psychological assessment instrument, and to provide a detailed critique of the instrument. The critique will include information on the purpose of the instrument, its intended population, date of the publication and any revision, reasons for any revisions, information on the scales/subtests, how scores are reported, information on reliability and validity, normative samples, method of administration, and reading level required. Students will review how the test may be used in research. Students will review how the test would be used in a counseling setting, and whether there are cultural or gender issues related to the use of the test. In addition, students will provide their overall impression of the test, and if they would feel comfortable with its use. References that are used in the preparation of this paper should be cited. The paper will be completed in compliance with APA guidelines. This paper will be due to the instructor in class on Friday, February 18, 2011.

Students will also be evaluated by completing an in class, open book, open notes, final examination on Sunday, February 20, 2010

Weekly Assignments/On Line Participation = 20%
Paper = 40%
Final = 40%

GRADING SCALE:

- 100 to 93% = A
- 92 to 90% = A-
- 89 to 88% = B+
- 87 to 83% = B
- 82 to 80% = B-
- 79 to 78% = C+
- 77 to 73 = C
- 72 to 70 = C-
- 69 & below = F
**Incomplete and Incomplete in Progress:**

*Only due to extenuating circumstances, and only if at least 67% of the course requirements have been completed, can a student be given a grade of “I” or “IP” by the instructor’s discretion.* A student who receives an “I” will need to complete the remaining course requirements within 10 days after the end of semester. A student in this situation can also be granted an “IP” (“Incomplete in Progress”) if the instructor perceives student’s difficulties in completing all the work within ten days after the semester ends. In this case, the student will need to fulfill all the course requirements by the end of the following semester. An “I” or “IP” will automatically change to an “F” grade if it is not made up by the required completion date.

**COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 1st Weekend</td>
<td>Review of Assessment</td>
<td>H&amp;J Chapter 1, S-F Chapters 1-3</td>
</tr>
<tr>
<td>2 1st Weekend</td>
<td>Tests and Measures, Statistics</td>
<td>H&amp;J Chapters 2-4, appendix</td>
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<tr>
<td>3 1st Weekend</td>
<td>Personality and Cog, Assess.</td>
<td>H7J Chapters 5, 11-12</td>
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<tr>
<td>4 2nd Weekend</td>
<td>Interviewing</td>
<td>S-F Chapters 4-6</td>
</tr>
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<td>5 2nd Weekend</td>
<td>Mental Status, Suicide &amp; Homicide</td>
<td>H&amp;J Chapter 14, S-F Chapter 14</td>
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<tr>
<td>6 2nd Weekend</td>
<td>Special Populations</td>
<td>H&amp;J Chapter 16-18, S-F Chapters 11 &amp; 13</td>
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**UNIVERSITY POLICIES AND STATEMENTS**

**Library**

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

**Library Resources:** Argosy University’s core online collection features nearly 21,000 full-text journals, 23,000 electronic books, and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at [http://library.argosyu.edu](http://library.argosyu.edu). Detailed descriptions of online resources are located at [http://library.argosyu.edu/misc/onlinedblist.html](http://library.argosyu.edu/misc/onlinedblist.html).

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.
Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosyu.edu/infolit/

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student
Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.
It explains various assessments in easy to understand language. This is a book for my reference shelf. Read more. This is a complete guide about all kinds of testing that can be used for counselors, including vocational rehabilitation counselors. Different tests are explored, i.e., intelligence, personality, vocational, testing to diagnose alcoholism and many more. Excellent source for students as well as professionals. This book is used as a textbook by many university professors and they do know why they do it. Read more. Helpful. Assessment has always played an important role in counseling. This book provides information about the various psychological assessment procedures that are relevant for practicing counselors. The text deals with the use of tests that are most often employed by counselors and it includes case studies. Its purpose is to help counselors become better consumers and interpreters of psychological and educational tests and assessment procedures. Assessment has always played an important role in counseling. This book provides information about the various psychological assessment procedures that are relevant for practicing counselors. The text deals with the use of tests that are most often employed by counselors and it includes case studies.