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**TENNESSEE TECH UNIVERSITY**  
**College of Education**  
***Counseling and Psychology***

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**COUN 6670-500 & 501: Assessment in Counseling**  
***Course Syllabus***

**Instructor Information**

Instructor: Angélica Galván, Ph.D., NCC

- Office: T J Farr 303D
- Email: [agalvan@tntech.edu](mailto:agalvan@tntech.edu)
- Office Hours: By appointment

**Course Information**

- Section 500: Tuesdays 4:00-6:50 PM, Zoom
- Section 501: Wednesdays 1:00-3:50 PM, Zoom

**TTU College of Education Conceptual Framework**

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

**Prerequisite or Co-Requisite**

- Admission to Graduate Counseling & Psychology Program

**Required Texts**

Hays, D.G. (2017). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures, Sixth Edition*. Alexandria, VA: American Counseling Association.

**Recommended Texts**

Zimmerman, M. (2013). *Interview Guide for Evaluating DSM-5 Psychiatric Disorders and the Mental Status Examination*. East Greenwich, RI: Psych Products Press.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition*. Washington, DC: American Psychiatric Publishing.

### **Course Description**

This course is a graduate level university experience designed to instruct the student in the administration and analysis of assessment. Course emphasizes the major methods of assessment: decision making, formulating the hypothesis, observation, use of tools, strategies for outcomes, as well as the principles of appropriate practice within a variety of the human services.

### **IDEA Essential and Important Learning Objectives Associated to this Course**

1. Learn to apply course material (to improve thinking, problem solving, and decisions)
2. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learn to apply knowledge and skills to benefit others or serve the public good

### **Course CACREP Objectives/Student Learning Outcomes:**

| Standard | Content/Reading | Formative Assessment | Summative Assessment |
|----------|-----------------|----------------------|----------------------|
|----------|-----------------|----------------------|----------------------|

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| CACREP Standards<br>Section 2 F.7.a.<br>Students will describe<br>historical perspectives<br>concerning the nature<br>and meaning of<br>assessment and testing<br>in counseling. | Hays, D. G. (2017).<br>Chapters 1-4. | In class activities and<br>practice sessions. | Take-home Exam 1 |
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| CACREP Standards<br>Section 2 F.7.b.<br>Students will identify methods of effectively preparing for and conducting initial assessment meetings.   | Hays, D. G. (2017).<br>Chapters 7 & 8.  | In class activities, practice sessions, Biopsychosocial History, and Mental Status Exam.                | Take-home Exam 2 and Case File |
| CACREP Standards<br>Section 2 F.7.e.<br>Students will demonstrate competency in using assessments for diagnostic and intervention planning purposes.  | Hays, D. G. (2017).<br>Chapters 7-15.   | In class activities, practice sessions, Biopsychosocial History, Mental Status Exam, and Session Notes. | Take-home Exam 3 and Case File |
| CACREP Standards<br>Section 2 F.7.f.<br>Students will be able to identify basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments.          | Hays, D. G. (2017).<br>Chapters 1-4.    | In class activities and practice sessions.  | Take-home Exam 1               |
| CACREP Standards<br>Section 2 F.7.g.<br>Students will be able to identify statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. | Hays, D. G. (2017).<br>Chapters 5 & 6.  | In class activities and discussions.  | Take-home Exam 1               |
| CACREP Standards<br>Section 2 F.7.h.<br>Students will be able to identify reliability and validity in the use of assessments.   | Hays, D. G. (2017).<br>Chapters 5 & 6.  | In class activities and discussions.  | Take-home Exams 1 & 3          |
| CACREP Standards<br>Section 2 F.7.i. Use  | Hays, D. G. (2017).<br>Chapters 8 - 16. | In class activities and discussions.  | Take-home Exam 2               |

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| assessments relevant to academic/educational, career, personal, and social development.  |   |  |                                |
| CACREP Standards Section 2 F.7.j.<br>Students will understand the use of environmental assessments and systematic behavioral observations.   | Hays, D. G. (2017).<br>Chapters 1-4 & 7-15. | In class activities, practice sessions, Mental Status Exam, and Case Notes.      | Take-home Exam 3 and Case File |
| CACREP Standards Section 2 F.7.k.<br>Students will understand the use of symptom checklists, and personality and psychological testing.  | Hays, D. G. (2017).<br>Chapters 7-16.       | In class activities, practice sessions, and Case Notes.                          | Take-home Exam 2 and Case File |
| CACREP Standards Section 2 F.7.l.<br>Students will understand the use of assessment results to diagnose developmental, behavioral, and mental disorders.                               | Hays, D. G. (2017).<br>Chapters 7-16.       | In class activities and practice sessions.                                       | Take-home Exam 2               |
| CACREP Standards Section 2 F.7.m.<br>Students will identify the ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. | Hays, D. G. (2017).<br>Chapters 3 & 4.      | In class activities and practice sessions.                                       | Take-home Exam 1 & 3           |
| CACREP Standards CMHC Section 5 C.1.c.<br>Students will understand and demonstrate application of the principles, models, and documentation formats of biopsychosocial case            | Hays, D. G. (2017).<br>Chapters 7 & 8.      | In class activities, practice sessions, Biopsychosocial History, and Case Notes. | Take-home Exam 2 and Case File |

|  |                                    |  |                                |
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| conceptualization and treatment planning.  |                                    |  |                                |
| CACREP Standards CMHC Section 5 C.1.e. Students will understand psychological tests and assessment specific to clinical mental health counseling.  | Hays, D. G. (2017). Chapters 1-16. | In class activities, practice sessions, Mental Status Exam, and Case Notes.              | Take-home Exam 3 and Case File |
| CACREP Standards CMHC Section 5 C.3.a. Students will understand and demonstrate the ability to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. | Hays, D. G. (2017). Chapters 7-16. | In class activities, practice sessions, Biopsychosocial History, and Mental Status Exam. | Take-home Exam 2 and Case File |

### Major Teaching Methods

Demonstrations, lecture, class discussions, classroom experiential activities, reading and writing assignments, videos, small group projects, use of Internet resources, and case studies.

### Special Instructional Platform/Materials

- A. iLearn
- B. laptop/computer with camera and speakers
- C. Tk20 at TTU

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$142.85 at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

### Topics to Be Covered

1. Use of Assessment in Counseling
2. The Assessment Process
3. Ethical, Legal, and Professional Considerations in Assessment
4. Multicultural Considerations in Assessment
5. Measurement Concepts
6. Understanding and Transforming Raw Scores
7. Initial Assessment in Counseling
8. Substance Abuse and Mental Health Assessment
9. Assessment of Intelligence
10. Ability Testing: Academic Aptitude and Achievement
11. Career and Life-Planning Assessment
12. Measures of Interest and Values
13. Assessment of Personality
14. Assessment of Interpersonal Relationships
15. Communication of Assessment Results
16. Future Trends in Counseling Assessment

### Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

#### Evaluation and Assessment Procedures

| Category      | Assignment                                    | Percentage | Overall Category Weight |
|---------------|---|------------|-------------------------|
| Case File     | Biopsychosocial History                       | 10%        | 35%                     |
|               | Mental Status Exam                            | 10%        |                         |
|               | Session Notes                                 | 10%        |                         |
|               | Final Compilation of Case File                | 5%         |                         |
| Exams         | Exam 1  | 15%        | 45%                     |
|               | Exam 2  | 15%        |                         |
|               | Exam 3  | 15%        |                         |
| Reflection    | Personal Reflection on Self-Assessments       | 10%        | 10%                     |
| Participation | Active in-class participation and paired work | 10%        | 10%                     |
|               | <b>Total</b>                                  |            | <b>100%</b>             |

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

## Grading Scale

|   |         |
|---|---------|
| A | 93 -100 |
| B | 85 – 92 |
| C | 77 – 84 |
| D | 69 – 76 |
| F | <68     |

## Course Policies

### Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech’s Policy 217 – [Student Academic Misconduct at Policy Central](#).

### Attendance Policy

Attendance is required and part of your grade. You are allowed 1 absence. *After 1 absence five points will be deducted for each class missed.*

### Class Participation

Participation in class is essential to the value of the learning experience within this course. Preparation for class should include reading, reflecting, and actively engaging in class discussions and practice sessions. A student’s grade may be affected negatively by low participation.

## Assignments and Related Policy

### 1. Case File

Students will compile notes and paperwork for a practice client. This final compilation Case File will include the following:

#### a. Biopsychosocial History

A Biopsychosocial history will be collected of a practice client during a mock intake session where students will gather biological, psychological, and social history to complete a written report. Detailed explanation and expectations of this report will be discussed in class.

#### b. Mental Status Exam (MSE)

In addition to a biopsychosocial, a MSE will be conducted during the mock intake session. Information will be gathered by observations and interview questions to complete the MSE form that is available on iLearn.



A lecture will be dedicated to this topic and more information will be provided in class.

**c. Session Notes**

For each session with the practice clients, students will write a session note that discusses subjective and objective data gathered, assessment of the client, and plan for continued care. A sample note can be found on iLearn. This assignment should be completed within 24 hours of the session.

**d. Final Compilation of Case File**

At the end of the semester, the above documents will be compiled into one Word document to submit to both iLearn and Tk20. In this final submission, edits can be made to these previously submitted assignments after reviewing instructor feedback.

**2. Exams**

There will be three take-home exams during the semester. Questions will be provided one week in advance of due date. Answers should be thorough and include at least three academic sources in addition to the textbook to support arguments made by students.

**3. Personal Reflection on Self-Assessments**

Students will complete three self-assessments and reflect on the process of taking the instruments and reading the results. Reflection papers should include:

- Reactions to taking the assessments
- Reactions to receiving the results
- Discussion of results and what stood out
- How this process affects student's self-awareness
- How these assessments might be used by students with clients

**4. Participation**

Participation in this course is crucial. Both in-class discussions and in practice sessions will enhance the learning experience.

All assignments are due on time as outlined on the schedule.

- Assignments turned in late will result in a loss of 10 percent of the total assigned value for the assignment.
- Failure to be prepared for class will result in a loss of points as determined by professor.
- See Course Schedule for due dates.

**Disability Accommodation**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

### COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: [www.tntech.edu/covid19](http://www.tntech.edu/covid19).
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: [www.tntech.edu/covid19/report.php](http://www.tntech.edu/covid19/report.php). The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
  - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
  - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine.

### Course Schedule

| Week                      | Topics Covered                                     | Readings  | Assignments Due                |
|---------------------------|--|---|--------------------------------|
| <b>One</b><br>8/24; 8/25  | Introduction, Course Overview, and Syllabus Review | Syllabus  |                                |
| <b>Two</b><br>8/31; 9/1   | What is Assessment?                                | Hays (2017)<br>Chapters 1 & 2                   |                                |
| <b>Three</b><br>9/7; 9/8  | Ethical and Culturally Relevant Strategies         | Hays (2017)<br>Chapters 3 & 4                   |                                |
| <b>Four</b><br>9/14; 9/15 | Great Stats!                                       | Hays (2017)<br>Chapters 5 & 6 and<br>Appendix A |                                |
| <b>Five</b><br>9/21; 9/22 | Intake & MSE                                       | Hays (2017)<br>Chapter 7 &<br>Appendix B        | Exam 1                         |
| <b>Six</b><br>9/28; 9/29  | Initial and Risk Assessments                       | Hays (2017)<br>Chapter 8                        | Biopsychosocial<br>History Due |

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| <b>Seven</b><br><b>10/5; 10/6</b>                | Standardized or Informal Assessments                                   | DSM-5 Assessments               | MSE Due                                     |
| <b>FALL BREAK</b><br><b>10/12; 10/13</b>         | <b>No class</b>  |                                 |   |
| <b>Nine</b><br><b>10/19; 10/20</b>               | Assessment of Intelligence   | Hays (2017)<br>Chapter 9        |   |
| <b>Ten</b><br><b>10/26; 10/27</b>                | Assessing Abilities  | Hays (2017)<br>Chapter 10       |   |
| <b>Eleven</b><br><b>11/2; 11/3</b>               | Assessing Interest & Values;<br>Career & Life-Planning                 | Hays (2017)<br>Chapters 11 & 12 |   |
| <b>Twelve</b><br><b>11/9; 11/10</b>              | Personality Assessment   | Hays (2017)<br>Chapter 13       | Exam 2                                      |
| <b>Thirteen</b><br><b>11/16; 11/17</b>           | Assessments as Counseling Tools; Results and Diagnostic Considerations | TBA                             | Personal Reflection on Self-Assessments due |
| <b>Thanksgiving Break</b><br><b>11/23; 11/24</b> | <b>No class</b>  |                                 |   |
| <b>Fifteen</b><br><b>11/30; 12/1</b>             | Marriage & Family Assessments  | Hays (2017)<br>Chapter 14       |   |
| <b>Sixteen</b><br><b>12/7; 12/8</b>              | Communicating Results  | Hays (2017)<br>Chapter 15 & 16  | Final Compilation of Case File              |
| <b>FINAL</b><br><b>12/14; 12/15</b>              | TBA  | TBA                             | Exam 3                                      |