The Department of Counselor Education at the University of Montana strives to provide an academically stimulating learning environment that engenders healthy intellectual and emotional development. We prepare students to function as competent, ethical professional counselors who work sensitively with a diverse array of needs and people in a wide range of school and mental health settings. Our department recognizes the need for professional advocacy and the importance of social justice. We also support the College of Education and Human Sciences conceptual frame into our program. The conceptual frame emphasizes: integration of ideas, cooperative endeavors, and respect for diversity.

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Office Hours
By appointment

CLASS TEXTS AND COURSE MATERIAL
Required

NOTE: Additional articles and readings relevant to course content will be assigned and available online throughout the semester.

ADDITIONAL MATERIALS FOR LEARNING
• Computer with Internet access (broadband recommended)
• Microsoft Word

COURSE DESCRIPTION
Overview of appraisal techniques utilized in counseling, including interviewing, observation, and psychological/educational testing. The processes of selection, administration, scoring, interpretation, and reporting information from appraisal techniques are examined in relation to practical, legal, and ethical considerations.

DISABILITY ACCOMMODATIONS: If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your
right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/AS/APSA/index.cfm/page/1321.

COURSE OBJECTIVES
1. Understand the history and meaning of assessment (II.G.7.a)
2. Grasp basic assessment concepts, including (II.G.7.b):
   a. Standardized and nonstandardized testing
   b. Norm and criterion referenced assessments
   c. Environmental assessment
   d. Performance assessment
   e. Behavioral observations
   f. Psychological testing
   g. Group and individual inventory methods
3. Know statistical concepts, including: (II.G.7.c)
   a. Measures of central tendencies
   b. Variabilities
   c. Distributions
   d. Correlations
4. Gain firm understandings of reliability, validity, and the difference between the two (II.G.7.d & e)
5. Know the social and cultural factors that influence the assessment of individuals, groups, and specific populations. Select appropriate assessment interventions with awareness of cultural bias that can emerge in the assessment process (II.G.7.f)(Mental Health.H.1)
6. Understand the ethical responsibilities when selecting, administering, and interpreting assessments related instruments and techniques (II.G.7.g)
7. Comprehends and applies needs assessments, program evaluations, treatment outcomes and the use of data to effect program modifications and accountability measures (II.G.8.d)
8. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (School Counseling.H.3)
9. Become familiar with assessments, evaluations, and screenings and their appropriate use and application across the following areas:
   a. Career and education planning, placement, and evaluation (II.G.4.e)(School Counseling.H.2)
   b. Aptitude, achievement, and academic development (School Counseling.H.2)
   c. Suicide risk and danger to self (II.G.5.g)(Mental Health.D.6) (Mental Health.H.3)
   d. Symptom Inventories and Mental Status Examination (Mental Health.G.2)
   e. Personality assessments (Mental Health.G.2)(School Counseling.H.2)
   f. Psychoeducational assessments (Mental Health.G.2)
   g. Substance use and addictions (Mental Health.H.3)
   h. Violence, aggression, and danger to others (Mental Health.H.3)

STUDENT LEARNING OUTCOMES
• Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development
Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

- **Source of Measurement: Class Demonstration Assignment**
  - **EXEMPLARY:** The counselor-in-training demonstrated a use of assessment strategies that not only addressed student concerns, but clearly integrated assessment as a part of the counseling process. The class demonstration attended to the multicultural and ethical nuances of assessment.
  - **ACCEPTABLE:** The counselor-in-training selected appropriate assessment strategies that addressed student needs. These strategies were accurately integrated into the role play.
  - **NEEDS IMPROVEMENT:** The counselor-in-training selected assessments that were inappropriate given the student’s needs and/or their use of the assessment was inaccurate or misleading.

- **Source of Measurement: Exams and Self-Profile Report**
  - **EXEMPLARY:** The student performs at an outstanding level on course examinations, particularly when answering questions regarding mental status exams, symptom inventories, and diagnostic interviewing. When compiling assessment data in the self-profile report, the student cultivates a rich and deep understanding of assessment approaches and their interpretations. They readily apply this data to inform a rich conceptualization and multiple clinical goals.
  - **ACCEPTABLE:** The student performs well on course examinations, and answers questions regarding mental status exams, symptom inventories, and diagnostic interviewing accurately. When compiling data for the self profile report, the student demonstrates a reasonable understanding for the assessments used and can link the results to a basic understanding of the client.
  - **NEEDS IMPROVEMENT:** The student performs poorly on course examinations and does not demonstrate an accurate understanding of mental status exams, symptom inventories, and diagnostic interviewing. Their understanding and integration of assessments in the self-profile report is shallow and unacceptable. The assessments were not used for client conceptualization or clinical goal setting.

**CLASS BEHAVIOR AND LEARNING ENVIRONMENT STANDARDS**

1. **Participation and attendance.** Students are expected to be engaged in their own learning and be an active participant in the online learning environment. This class is designed with discussion/case study focus and participation is paramount to making this a successful learning experience for everyone. Because of the nature of online course, active online engagement is requirement. The instructor will continuously facilitate students’ participation to monitor students’ activity on the course. You’re expected to engage in online forum discussions and activities at least three to five hours in a week.

2. **Personal Awareness.** Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this online learning is not dependent on chosen levels of self-disclosure.

3. **Readings.** The texts for this class provide the foundation for the class. Students are expected to read the materials and post a reading reflection and participate in the online discussion forum focused around the reading. It is expected that all readings be completed and prior to the weekly discussion in order to
maximize the online discussions (the discussion period runs from Sunday to Saturday). During the
discussion forum, relevant questions, pertinent comments, and risk taking are welcomed and
encouraged.

4. **Late Assignments.** Unless other arrangements are made with the course instructor, course assignments
are due on the date indicated in the syllabus. *Assignments will be penalized 10% for each day late.*
Please call or e-mail me if you are experiencing difficulties in turning in an assignment on time.

5. **Academic Dishonesty.** Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification
of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a
serious violation and will result in consequences that affect grades and /or may result in disciplinary
charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or
concepts of another and presenting them as one’s own without giving proper credit.”

6. **Extra Credit.** Out of fairness to all students, selective extra credit assignments will not be permitted.

**A FEW NOTES ON ETHICS**

**The Use of “Self” in Learning**

This course will involve role-plays, experiential exercises, and assignments that can involve personal
exploration. These exercises are intended to be learning activities designed to aid you in your counselor
development.

Sections F 3a-b in the ethical standards, address the issue of student limitations and student self-disclosure and
the role of the counselor educator. Both sections of the Code of Ethics are listed below.

**F.3. Students and Supervisees**

*a. Limitations.* Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal
limitations of students and supervisees that might impede performance. Counselors assist students and
supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees
who are unable to provide competent service due to academic or personal limitations. Counselors seek
professional consultation and document their decision to dismiss or refer students or supervisees for assistance.
Counselors ensure that students and supervisees have recourse to address decisions made to require them to
seek assistance or to dismiss them.

*b. Self-Growth Experiences.* Counselors use professional judgment when designing training experiences
conducted by the counselors themselves that require student and supervisee self-growth or self-disclosure.
Safeguards are provided so that students and supervisees are aware of the ramifications their self-disclosure
may have on counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical
obligations to the profession. Evaluative components of experiential training experiences explicitly delineate
predetermined academic standards that are separate and do not depend on the student's level of self-disclosure.
Assignments

Group Discussion Board Forums 35 points

Every week students will participate in a Group Discussion Board Forum. They will respond to the instructor's prompt by posting a 200–250-word thread, and then in the same module/week, they will post a 75–100-word reply to one classmate's thread. An open, curious, and honest attitude toward learning from others will facilitate development for all participants. The thread is due by the end of Thursday of the assigned module/week, and the reply is due by the end of Sunday of the same module/week. No Discussion Board posts accepted after DB has closed without prior permission of the course instructor. Late posts will not be factored into DB grade. See the discussion forums grading rubric for specific details and instructions.

Test Construction 10 points

Twice throughout the semester students will be responsible for constructing 15 questions that meet assessment criteria to fairly and appropriately assess their learning in the course. This assignment is intended to help you apply your learning of assessment construction and prepare you for the midterm and final exams. See the grading rubric for the test construction criteria.

The first test construction assignment will draw from course material covered weeks 1-8. In this case, you will aim to write questions that assess the following course objectives: 1, 2, 3, 4, 6, 9a, 9b, 9e. Students will submit a total of 15 exam items (at least two items for each objective) in formats that include at least four of the following: multiple choice, fill-in-the-blank, true/false, short-answer, calculations, and/or matching. The first test construction assignment will due by the end of Module/week 9.

The second test construction assignment will draw from course material covered weeks 9-13. In this case, you will aim to write questions that assess the following course objectives: 5, 7, 8, 9c, 9d, 9g, 9h. Students will submit a total of 15 exam items (at least one item for each objective) in formats that include at least four of the following: multiple choice, fill-in-the-blank, true/false, short-answer, calculations, and/or matching. This assignment will due by the end of Module/Week 14.

Tests 35 Points

2 tests (one midterm, one final exam) will be offered through the semester. You will have 2 hours to complete the exam. Once you access a test, you must complete it and submit it within 2 hours. During that 2 hours you may leave and return (snacks, take kids, somewhere, nap, etc). Access ends when you click on “submit” or when 2 hours have passed. You are welcome to use any and all resources available to you EXCEPT another individual, regardless of whether he or she is a student in this class.

- Midterm Exam (15 Points): A midterm exam will be given, administering questions derived from the test construction assignment. This exam will cover course content and readings from weeks 1-8 and will consist of 25 questions. Exam items may include multiple choice, fill-in-the-blank, true/false, short-answer, calculations, and matching. This exam is intended to help you apply your learning, assess your learning in the class, and prepare you for the NCE. The exam will due by the end of Module/Week 11 and it worth 15% of your grade.

- Final Exam (20 points): A final exam will be given, administering questions derived from the test construction assignment. This exam will cover course content from weeks 9-13 and will consist of 25 questions. Exam items may include multiple choice, fill-in-the-blank, true/false, short-answer, calculations, and matching. This exam is intended to help you apply your learning, assess your learning in the class, and prepare you for the NCE. Students will have 90 minutes to complete the final exam. The exam will due by the end of Module/Week 16 and worth 20% of your grade.
Self Profile Report  20 points
Using yourselves as a “client,” you will take and interpret two instruments common in the counseling field: The Strong Interest Inventory and Myers Briggs Type Indicator. The self-profile will include a description of information gathered during a “clinical interview” that addresses social and work histories. Results from the Strong Interest Inventory and Myers Briggs Type Indicator will also be interpreted in the case study.
Concluding results and recommendations based on the interview and assessments will be given for the “client.” The assignment will be evaluated on graduate level writing, appropriate depth, reflection of understanding of psychometric principles and standard scores, and comprehensiveness of content. See the Self Profile Report rubric for specific details and instructions for completing this assignment. The self-profile paper will due by the end of Module/Week 12.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Group Discussions Board forms</td>
<td>35</td>
<td>35%</td>
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<tr>
<td>Test Construction</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Self Profile</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
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GRADING PROCEDURES AND COURSE ASSIGNMENTS: Your particular grading system and course assignments are listed. I’ve listed the grading scale I use, but that’s open for modification depending on your preferences. The course assignments are described in detail and linked to CACREP standards later in the syllabus.

A  = 93%+
A-  = 90-92%
B+  = 87-89%
B  = 83-86%
B-  = 80-82%
C+  = 77-79%
C  = 73-76%
C-  = 70-72%
D+  = 67-69%
D  = 63-66%
D-  = 60-62%
F  = Below 60%
**Calendar of Coursework Activities:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, and (c) the needs of the students.

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Topic</th>
<th>READINGS</th>
<th>ACTIVITIES and ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
<td>Drummond &amp; Jones Chapter 1 and 2</td>
<td>Course Requirements checklist</td>
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<td></td>
<td>History of Appraisal</td>
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<td>Class Introductions</td>
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<td>Group Discussion Board Forum 1</td>
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<tr>
<td>Week 2</td>
<td>Basic Statistics</td>
<td>Drummond &amp; Jones Chapter 3</td>
<td>Group Discussion Board Forum 2</td>
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<tr>
<td></td>
<td>Basic Assessment Concepts</td>
<td>Chapter 4</td>
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<tr>
<td>Week 3</td>
<td>Reliability and Validity</td>
<td>Drummond &amp; Jones Chapter 5</td>
<td>Group Discussion Board Forum 3</td>
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<td>Chapter 6</td>
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<tr>
<td>Week 4</td>
<td>Selecting, Administering and Interpreting Assessments</td>
<td>Drummond &amp; Jones Chapter 7</td>
<td>Group Discussion Board Forum 4</td>
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<td>Chapter 16</td>
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<td>2 Additional articles</td>
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<tr>
<td>Week 5</td>
<td>Assessing Aptitude, Achievement, and Intelligence</td>
<td>Drummond &amp; Jones Chapter 8</td>
<td>Group Discussion Board Forum 5</td>
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<td>Chapter 9</td>
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<td>1 Additional article</td>
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<tr>
<td>Week 6</td>
<td>Career Appraisal</td>
<td>Drummond &amp; Jones Chapter 11</td>
<td>Group Discussion Board Forum 6</td>
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<td>Assessing Personality</td>
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<td>Week 7</td>
<td>Personality Assessment</td>
<td>Drummond &amp; Jones Chapter 12</td>
<td>Group Discussion Board Forum 7</td>
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<tr>
<td>Week 8</td>
<td>Clinical Assessments: Suicide Mental Status Evaluation Symptom Inventories</td>
<td>Drummond &amp; Jones Chapter 13</td>
<td>Group Discussion Board Forum 8</td>
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<td></td>
<td>1 online clip</td>
<td>Test Construction Questions Due</td>
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<td></td>
<td></td>
<td>Online clip (school based assessment)</td>
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<tr>
<td>Week 9</td>
<td>Appraising Substance Abuse and Addiction</td>
<td>2 online articles</td>
<td>Group Discussion Board Forum 9</td>
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<tr>
<td>Week 10</td>
<td>Family Appraisal</td>
<td>Reading to be assigned 1 online clip</td>
<td>Group Discussion Board Forum 10</td>
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<td></td>
<td>Midterm Exam</td>
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<tr>
<td>Week 11</td>
<td>Assessing Violence, Aggression, Abuse, and Danger to Others</td>
<td>4 online articles</td>
<td>Group Discussion Board Forum 11</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Discussions</td>
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| Week 12 | Assessing Strength & Resiliency                                       | 2 online articles                                      | Group Discussion Board Forum 12  
Self Profile paper Due                                                                                                                   |
| Week 13 | Socio and Cultural Factors influencing appraisal                       | Drummond & Jones Chapters 15  
Appendix 1                                                    | Group Discussion Board Forum 13  
Test Construction Questions Due                                                                                                           |
| Week 14 | Ethical Responsibilities                                              | Drummond & Jones Chapters 17                           | Group Discussion Board Forum 14                                                                                                           |
| Week 15 | Accountability: needs assessments, treatment outcomes, program evaluation, and program modifications. | 1 online article                                      | Group Discussion Board Forum 15                                                                                                           |
| Week 16 |                                                                                                                                  | **Final Exam**                                        |                                                                                                                                             |

NOTE: Each course week begins on Monday morning at 12:00a.m. (ET) and ends on Sunday night at 11:59p.m.(ET). The final week ends at 11:59p.m. (ET) on Friday.