

GCN 602.NLS Measurement and Assessment

Spring 2021

Wednesdays 6:00pm-9:00pm (MC)

COURSE INSTRUCTOR: George J Ramos, Ph.D. LMHC, NCC

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OFFICE HOURS: Please request all other appointments in advance.

ZOOM LIVE STREAM: <https://nyack.zoom.us/j/99952027196>

REQUIRED TEXTS: Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2020). Assessment Procedures for Counselor and Helping Professional (9th ed.). Upper Saddle River, NJ: Pearson

RESOURCES: Other readings: Handouts will be posted on the E-360 course shell.

CATALOG COURSE DESCRIPTION:

This course is a survey of basic concepts and tests used to assess a broad range of counseling-related problems with training in the use of some common assessment tools.

STUDENT LEARNING GOALS:

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Dean, Alliance Graduate School of Counseling, Nyack College.

All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
<p>1. Students will learn psychological tests and assessments specific to clinical mental health counseling..</p> <p>(2016 CACREP Standards CMHC 1.e.)</p>	<p>Class attendance, exam practice, assessment cases, partner-assessments and clinical assessment report</p>	1/1.3, 1.4	1
<p>2. Students will learn historical perspectives concerning the nature and meaning of assessment.</p> <p>(2016 CACREP Standards F.7.a)</p>	<p>Class attendance, completion of reading, exam.</p>	1/1.1; 4	
<p>3. Student will learn methods of effectively preparing for and conducting initial assessment meetings.</p> <p>(2016 CACREP Standards F.7.b)</p>	<p>Class attendance, completion of reading, partner-assessments and clinical assessment report.</p>	3	
<p>4. Students will learn procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p> <p>(2016 CACREP Standards F.7.c.)</p>	<p>Class attendance, completion of reading, exam</p>	3	
<p>5. Students will learn how to use assessments for diagnostic and intervention planning purposes.</p> <p>(2016 CACREP Standards F.7.e)</p>	<p>Class attendance, completion of reading, practice assessment cases, partner-assessments and clinical assessment report.</p>	1/1.2	

<p>6. Students will learn basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.</p> <p><i>(2016 CACREP Standards F.7.f)</i></p>	<p>Class attendance, completion of reading, exam, practice assessment cases, partner-assessments</p>		
<p>7. Students will learn statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p> <p><i>(2016 CACREP Standards F.7.g)</i></p>	<p>Class attendance, completion of reading, exam</p>		
<p>8. Students will learn reliability and validity in the use of assessment</p> <p><i>(2016 CACREP Standards F.7.h)</i></p>	<p>Class attendance, completion of reading, exam</p>		
<p>9. Students will learn about the use of assessments relevant to academic/educational, career, personal, and social development.</p> <p><i>(2016 CACREP Standards F.7.i)</i></p>	<p>Class attendance, exam, completion of reading, practice assessment cases, partner-assessments</p>		
<p>10. Students will gain knowledge of the use of environmental assessments, and systematic behavioral observations.</p> <p><i>(2016 CACREP Standards F.7.j)</i></p>	<p>Class attendance, exam, completion of reading, practice assessment cases, partner-assessments and clinical assessment report</p>		
<p>11. Students will learn how to use symptom checklists, personality and psychological testing.</p> <p><i>(2016 CACREP Standards F.7.k)</i></p>	<p>Class attendance, completion of reading, practice assessment cases, partner-assessments</p>		
<p>12. Students will learn to use and apply assessment results to diagnose</p>	<p>Class attendance, completion of reading, exam, and practice</p>		

developmental, behavioral, and mental disorders. (2016 CACREP Standards F.7.l)	assessment cases.		
13. Students will learn about ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. (2016 CACREP Standards F.7.m)	Class attendance, completion of reading, practice assessment cases, partner assessments, and clinical assessment report		
<p>The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (https://www.nyack.edu/site/nyack-catalog/). Attainment of goals is evaluated by the identified assignments.</p> <p>*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.</p>			

ASSESSMENT RESULTS:

The School of Professional Studies and/or the Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

ASSIGNMENT DESCRIPTIONS:

In addition to attending lectures and participating in class discussions, it is expected that students will read the text material as preparation to material covered in class. There will be 1 exam during the semester. Students will engage in active-learning activities of administering and scoring an assessment measure, and organizing and integrating all obtained information in an assessment report.

1. Attendance and Timeliness:

It is expected that students attend all classes and be on time. Class will start promptly at 6:00pm and attendance will be taken at that time. Each student present in the class at 6:00pm. If you come to class early and drop off your stuff at your desk but have not informed me that you are here and are not present when I take attendance, you will be marked NOT present at the start of class. Traffic and transportation delays do occur so please plan accordingly.

You are permitted one hour of absence for each hour the course meets during the week (one excused absence) ; however, you must contact the professor via email or voice mail before the end of class. All assignments are due on the date designated. The maximum score will be the equivalent of **10 points** for the attendance.

2. Exam:

There will be one exam during the semester, which may consist of a combination of multiple-choice questions, short-answer/fill-in-the-blank questions, and/or 1-2 essay questions. The maximum

score will be the equivalent of **40 points** for the exam. Except for emergency situations, a make-up exam will NOT be given.

As a result of this requirement, students will develop critical thinking skills.

3. Practice Assessment Measures:

This assignment serves to help prepare for the comprehensive assessment. In this assignment you will have a summary of client information including the outcomes of 2 assessments. Given this information, you will need to write up interpretation and discussion of the client and the assessment. You should include a summary of relevant background information for the client (be careful not to just repeat the case example description, but use your own lens to explain this information, description of the assessment given (this assessment information will be provided in the case example, however you may need to look up more information about the assessment), interpretation of the assessment results provided in the case, and recommendation for supports or actions the client might take given the outcomes of the assessment. (20 points)

Criteria	Points Possible
Background Information: Provided relevant social context for the client, which will be considered in the interpretation of the assessment results. This might include emotional, behavioral, or intellectual considerations contributing to the reason for assessment.	2 Points
Evaluation Method: 1-2 paragraphs description of the assessment given. This should include overall description of the assessment, its purpose, and how the assessment is administered.	3 Points
Results Summary and Interpretation: Provided section describing a summary of the outcomes of the assessment including relevant scores. Provided additional section describing interpretation of the scores in the context of the client, explaining in plain language what the outcomes of the assessment mean for the client and their reason for assessment/concerns. (2.F.7.f; 2.F.7.k)	5 Points
Recommendations: Provided recommendation of additional supports or action for the client based on the outcomes of the assessment. Consider how the client might need to use the outcomes of the assessment to address the presenting issue in the case. (2.F.7.e)	3 Points
Overall Writing: Style, formatting, grammar, spelling, professionalism in language. Document is clean, structured, and easy to read. Document is free of grammar or typo errors. Writing is professional and appropriate for practice setting. Document adheres to APA 7 th edition style.	2 Points

As a result of this requirement, students will develop critical thinking, information literacy, and written communication skills.

4. Peer Assessment Clinical Report:

Students will select and administer an assessment instrument to a classmate. Students are expected to accurately administer, score, and interpret test results in an integrated manner. Several assessments will be available on the Resources tab for you to choose from for your assignment. How results are communicated is an integral part of this assignment. Be sure to write up your interpretation in such a way that the client (or the client's caregivers if a child) would be able to understand the interpretation summary. The assignment needs to be clear, concise and well written. The assessment write up must be in APA format and should be approximately 4-6 pages in the body of the document. You are expected to share the assessment outcomes with the client to maintain ethical practice. (20 points)

Consider creating section headings to correspond with each section of the rubric. Please upload (1) the completed assessment document and (2) your write up of the assessment.

Criteria	Points Possible
Reason for the Assessment: Provided 1 paragraph describing the instigating concerns for the client and the reason the client is needing assessment.	2 Points
Description of the Client: Provided detailed description of biopsychosocial information for the client using a pseudonym.	3 Points
Background Information: Provided relevant social context for the client, which will be considered in the interpretation of the assessment results. This might include emotional, behavioral, or intellectual considerations contributing to the reason for assessment.	4 Points
Evaluation Method: 1-2 paragraphs description of the assessment given. This should include overall description of the assessment and its purpose, norming data, reliability and validity information for the assessment, and how the assessment is administered. (2.F.7.g; 2.F.7.h)	4 Points
Behavioral Observation: Described observation of behaviorally how the client participated in the interview and completion of the assessment. This may include observation of appropriate and typical behavioral interaction, or anything extraordinary. (2.F.7.j)	3 Points
Results Summary and Interpretation: Provided section describing a summary of the outcomes of the assessment including relevant scores. You may consider including a table of relevant scores. Provided additional section describing interpretation of the scores in the context of the client, explaining in plain language what the outcomes of the assessment mean for the client and their reason for assessment/concerns. (5.C.1.e; 5.G.1.e)	5 Points
Recommendations and Summary: Provided recommendation of additional supports or action for the client based on the outcomes of the assessment. These might look different depending on the age of the client and type of assessment given. Further, created about a 1-2 paragraph summary of the client information, assessment given, important behavioral information, and assessment findings in context. (2.F.7.i)	4 Points
Personal Reflection: 2-3 paragraph reflection of your experience administering and interpreting assessments. Include discussion of anything that felt especially challenging and how you might use assessment in practice.	2 Points
Overall Writing: Style, formatting, grammar, spelling, professionalism in language. Document is clean, structured, and easy to read. Document is free	3 Points

of grammar or typo errors. Writing is professional and appropriate for practice setting. Document adheres to APA 7 th edition style.	
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As a result of this requirement, students will develop critical thinking, information literacy, oral communication, and written communication skills.

- 5. Complete the original IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-RTM located at:** <http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/ipipneo300.htm> Complete the assessment (300 Questions) and write a two page summary of your results and your reaction. The maximum score will be the equivalent of **10 points** for the IPIP-Neo Write-up.

CARGENIE UNIT ACCOUNTABILITY- This course must be and is accountable to a professional academic standard (US Dept. of Education). This impacts types and amounts of reading, “seat time” (instructional time), and outside work assignments (90 hours for a 3 credit course) are mandated so as to assure that students receive a fair education. Here are the estimated homework hours for this course, by category:

	Homework Hours
I. Required Reading	62
II. Studying for exams/quizzes	6
III. Research for Writing Assignments	2
IV. Writing Assignments	20
Other Assignments	
Total Homework Hrs	90

GRADING COMPOSITION AND SCALE:

Course grades will be determined

based on the following:

- Attendance - 14 classes total of 10%
- Exam total of 40%
- Practice Measurement..... total of 20%
- Peer Assessment and Clinical Assessment..... total of 20%
- International Personality Item Pool-Neo & Write up..... total of 10%

100%

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

Incomplete (requires a written request from the student prior to the last week of class.)

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A 93-100%	A- 90-92%	B+ 88-89%	B 83-87%	B- 80-82%	C+ 78-79%	C 73-77%	C- 70-72%	F 0-69%
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Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST)

Week 1	Overview
1/20/2021	Course Introduction Student Introductions Introduction to Assessments Ethics and Legal Issues in Assessment
	Activities, Assignments and/or Exams
	<i>Sheperis, Drummond and Jones, Chapters 1 & 2</i>

Week 2	Overview
1/27/2021	Assessment Issues with Diverse Populations Methods and Sources of Assessment information Guest Speaker: Dr. Donna Shaperis
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 3 & 4</i>
	Guest Speaker on: Association for Assessment and Research in Counseling
Week 3	Overview
2/3/2021	<ul style="list-style-type: none"> • Statistical Concepts • Reliability/Precision • Validity
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 5</i> <i>Sheperis, Drummond and Jones, Chapters 7</i> <i>Sheperis, Drummond and Jones, Chapters 8</i>
Week 4	Overview
2/10/2021	<ul style="list-style-type: none"> • Personality Assessment
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 14</i> *Complete the original IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-RTM located at: http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/ipipneo300.htm And Write up Due by 11:59pm
Week 5	Overview
2/17/2021	<ul style="list-style-type: none"> • Selecting Administering , Scoring, and Interpreting Assessment Results
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 9</i> Review BDI, BAI, BYI, PSDQ, Spiritual Inventory Scale, ETC...
Week 6	Overview
2/24/2021	<ul style="list-style-type: none"> • Clinical Assessment
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 15</i>
Week 7	Overview
3/3/2021	<ul style="list-style-type: none"> • Assessment of Achievement • Assessment of Aptitude
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 11 and 12</i> Practice Assessment Due at 11:59pm
Week 8	Overview
3/17/2021	<ul style="list-style-type: none"> • Career and Employment Assessment
	Activities, Assignments and/or Exams <i>Sheperis, Drummond and Jones, Chapters 13</i> Review DSM Emerging Scales

Week 9	Overview
	<ul style="list-style-type: none"> Assessment of Intelligence and General Ability
3/24/2021	Activities, Assignments and/or Exams
	<i>Sheperis, Drummond and Jones, Chapters 10</i>
Week 10	Overview
	Assessment in Education
3/31/2021	Activities, Assignments and/or Exams
	<i>Sheperis, Drummond and Jones, Chapters 16</i>
Week 11	Overview
	<ul style="list-style-type: none"> Communicating Assessment Results
4/7/2021	Activities, Assignments and/or Exams
	<i>Sheperis, Drummond and Jones, Chapters 17</i>
	<i>*See next weeks Assignment for Journals that need to be read in prep for our guest speaker.</i>
Week 12	Overview
	<ul style="list-style-type: none"> <u>Guest Speaker: Dr. Rick Balkin The Forgiveness Reconciliation Inventory</u>
4/14/2021	Activities, Assignments and/or Exams
	<i><u>*Please Find an review the two articles in preparation for our course, use Academic Search or Psychinfo:</u></i>
	Balkin, R. S., Freeman, S. J., & Lyman, S. R. (2009). Forgiveness, reconciliation, and mechila: Integrating the Jewish concept of forgiveness in to clinical practice. <i>Counseling and Values</i> , 53, 153-160. http://dx.doi.org/10.1002/j.2161-007X.2009.tb00121.x
	Balkin, R. S., Harris, N., Freeman, S. J., & Huntington, S. (2014). The Forgiveness Reconciliation Inventory: An instrument to process through issues of forgiveness and conflict. <i>Measurement and Evaluation in Counseling and Development</i> , 47, 3-13. doi: 10.1177/0748175613497037
Week 13	Overview
	<ul style="list-style-type: none"> Guest Speaker Dr. Carl Sheperis (Emerging issues, challenges and success)
4/21/2021	Activities, Assignments and/or Exams
	<u>Peer Assessment Due BEFORE CLASS</u>
Week 14	Overview
	<ul style="list-style-type: none"> Final Review
4/28/2021	Activities, Assignments and/or Exams
	Final Exam will open on 4/29/2021 and Close 5/3/2021 at 11:59pm

COURSE POLICIES:

- Attendance: You are permitted one hour of absence for each hour the course meets during the week; however, you must contact the professor via email or voice mail before the end of class. All assignments are due on the date designated.
- Late assignments Papers that are turned in late will be marked down as outlined above.
- Style Guide for written work: All papers should be in the APA format.

4. Academic Integrity and Plagiarism: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook.
5. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Nyack College Office of Disabilities Support Services within the first six weeks of the beginning of classes. This letter is to be submitted to the director of AGSC, Dr. Antoinette Ginés-Rivera to be forwarded to the teaching professor.
6. Electronic Devices: It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
7. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the APA style and guidelines for notation.
8. Communication with Instructor: Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

SELECTED BIBLIOGRAPHY AND WEB RESOURCES: Please refer to REQUIRED TEXTS.