

*College of Education and Human Development Department of Counseling, Health &  
Kinesiology EDCG 5325-900 (11138) Assessment  
Fall 2025*

**Instructor:** Melisa Fleming, PhD., LPC-S, LMFT

**Class Day:** Tuesdays

**Class Time:** 5:30pm -6:45pm

**Location:** Classroom Hall 219

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**Office Hours:** Monday and Wednesday 2pm – 4pm and Tuesday 1pm- 3pm

In person and virtually. If my door is open, you are welcome in.

**Virtually or by Phone:** Anytime arranged by student & instructor.

**Office Location:** Classroom Hall 214-J

*Course Description: (Highly recommended)*

*Prerequisites: EDCG 5311, 5333, 5335, 5313, 5314, 5342, 5327*

*Co-requisite: EDCG 5328*

This course will provide students with an orientation to measurement theory (EDCG 5333), statistics associated with measurements (EDCG 5333), and the practical application of formal and informal tests with clients. Special emphasis will be devoted to interpretation and appropriate strategies to assess individuals, couples, marriages and families (EDCG 5314) and assist in treatment planning (EDCG 5328). This course will also provide students with skills to write formal reports to share data from with client and other professionals who may work with the same client. (Some of the information found in the professional report is taught in 5311, 5313, 5327)

**Hybrid Course:** I am excited to be a part of this hybrid course with you. The biggest challenge with hybrid courses is that students must complete all assigned materials, to include but not limited to: reading materials and watch any assigned videos prior to class beginning. You are expected to be ready and actively participate in every class. During our in-class time, we will cover any questions, thoughts, ideas, etc. about the material you read/watched for that class. I encourage you to take notes and to bring questions and thoughts about what you read or watched to class each week. The focus of each class will be understanding the material and how to implement the materials working in a professional counseling setting- both with your client and with other professionals. It is important that you stay focused and prepared for each week. *The information builds on your understanding of the prerequisites, as we go through the semester toward our final report.*

**Required Textbooks:**

Hays, D. G. (2023). *Assessment in counseling: Procedures and practices* (7th ed.). Wiley. ISBN: 978-1-394-22268-1  
APA (2009). *Publication Manual of the American Psychological Association* (7th Edition).

American Psychological Association: Washington, DC.

*Other required readings and videos, please see the resources for each week on Blackboard.*

## Texas Behavioral Health Executive Counsel

**TX LPC Rules- 681.43.** Testing. (a) Prior to or following the administration of any test, a licensee must make known to clients the purposes and explicit use to be made of the test as a part of a professional counseling relationship. (b) A licensee must not appropriate, reproduce, or modify copyrighted tests or any parts thereof without the acknowledgment and permission of the copyright owner. (c) A licensee must not administer any test without the appropriate training and experience to administer and interpret the test. (d) A licensee must observe the necessary precautions to maintain the security of any test administered by the licensee or under the licensee's supervision. (e) In accordance with the §503.003(b)(1) of the Act, the use of standardized projective techniques is prohibited. This prohibition includes, but is not limited to, the Rorschach Inkblot Test, the Holtzman Inkblot Test, the Thematic Apperception Test, the Children's Apperception Test, and the Senior Apperception Test. Adopted to be effective: November 19, 2020

**TX LMFT rules- 801.46.** Testing. (a) A licensee must make known to clients the purposes and explicit use of any testing done as part of a professional relationship. (b) A licensee may not appropriate, reproduce, or modify published tests or parts thereof without the acknowledgment and permission of the publisher. (c) A licensee may not administer and interpret any test without the appropriate training and experience to administer and interpret the test. (d) A licensee must observe the necessary precautions to maintain the security of any test administered by the licensee or under the licensee's supervision. Adopted to be effective: October 5, 2020

## **ASCA Ethical Standards**\_A.14. Evaluation, Assessment, and Interpretation.

**School counselors:** a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias. b. Adhere to all professional standards and regulations when selecting, administering, and interpreting standardized assessment tools, and only use assessment instruments that are within the scope of practice for school counselors and for which they are licensed, certified, competent and trained to use. c. Follow confidentiality guidelines when using paper or electronic assessment instruments and programs. d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness. e. Use multiple data points, both quantitative and qualitative whenever possible, to provide students and families with complete and accurate information to promote students' well-being. f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/ guardians can understand. g. Monitor the use of assessment results and interpretation and take reasonable steps to prevent others from misusing the information. h. Use caution when selecting or using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized. i. Conduct and disseminate the results of school counseling program assessments to determine the effectiveness of activities supporting students' academic, college/career and social/ emotional development through accountability measures, especially examining efforts to close opportunity gaps.

### **Student Learning Outcomes:**

The students will:

- Be able to discuss the history of assessment and role of assessment in counseling, including sources of specific assessment information.
- **Be able to identify and discuss examples of bias in assessment and evaluate assessment instruments** and select culturally relevant assessment strategies.
- Be able to differentiate between types of derived and standard scores to include T scores, z scores, percentiles, stanines, etc. when writing the final report.
- **Be able to demonstrate the process of selecting, administering, scoring and interpreting both formal and informal assessment results.**
- **Be able to demonstrate/apply the process of initial assessment, clinical interviewing, mental status exams, environmental and risk assessment, and follow up sessions to share data.**
- Be able to identify stages/processes of program evaluation and outcome measures of program evaluation.
- **Be able to define and apply types of reliability and validity in assessment;** to include standard error of measurement and reliability coefficients to the assessments used.
- Be able to understand and explain the ethical practices related to assessment in counseling (Section E of ACA Code of Ethics).
- Be able to demonstrate an understanding of and apply general principles/methods of case conceptualization and assessment of mental and emotional status.
- **Be able to identify and apply selected intelligence, aptitude, achievement, career, personality, and other relatable assessment measures** that will meet the needs of the client.

### **Knowledge Base: (KPI)**

#### CACREP Standards (2024)

#### Section 3: Foundational Counseling Curriculum

##### G. ASSESSMENT AND DIAGNOSTIC PROCESSES

1. *Historical perspectives* concerning the nature and meaning of assessment and testing in counseling
2. *Basic concepts* of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (EDCG 5333)
3. *Statistical concepts*, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (EDCG 5333)
4. *Reliability and validity* in the use of assessments (EDCG 5333)
5. *Culturally sustaining and developmental considerations* for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications (EDCG 5342)
6. *Ethical and legal considerations* for selecting, administering, and interpreting assessments (EDCG 5313)
7. Use of culturally sustaining and developmentally appropriate assessments for

*diagnostic and intervention planning purposes*

8. Use of assessments in *academic/educational, career, personal, and social development*
9. Use of *environmental assessments* and systematic behavioral observations
10. Use of *structured interviewing (EDCG 5317), symptom checklists, and personality and psychological testing*
11. *Diagnostic processes*, including differential diagnosis and the use of current diagnostic classification systems (EDCG5327)
12. *Procedures to identify substance use, addictions, and co-occurring conditions* (EDCG 5327)
13. *Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide* (EDCG 5313 & 5327)
14. Procedures for *assessing clients' experience of trauma*
15. Procedures *for identifying and reporting signs of abuse and neglect* (EDCG 5313)
16. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (EDCG 5327)
17. *Procedures* for using assessment results for referral and consultation

## Section 5: Entry Level Specialized Practice Areas

*A.3. Addiction Counseling*: assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal

*B. 7. Career Counseling*: strategies to assist clients in the appropriate use of technology for career information and planning

*C.4. Clinical Mental Health*: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning

*D. Clinical Rehabilitation Counseling*:

1. Effects of the onset, progression, and expected duration of disability on clients' holistic functioning

6. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

7. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities

9. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities

*F. 9. Marriage, Couple, and Family Counseling*: family assessments, including genograms and family mapping

*G. 8. Rehabilitation Counseling*: career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening

*H. 11. School Counseling*: skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement

### **EDCG 3525 Assessment KIP:**

#### **TAVERA EVALUATION PROCESS: Rubric to follow and on BB**

The professor will complete the following rubric to assess the Case Study. Points correspond to the rating scale.

<b>Points</b>	<b>Overall Rating</b>	<b>Description</b>
27-30	Mastery (4)	Able to perform assessment at a high level- selection appropriate for age, culture, needs, to develop summary/goals/treatment plan and share with client and professionals. Meets all requirements.
24-26	Proficient (3)	Able to perform assessment at an acceptable level- Has at least one area that did not meet full requirements.
21-24	Developing (2)	Developing ability to perform assessment- Has issues with more than one area. Does not meet more than two requirements.
0-23	Unacceptable (1)	Unable to perform assessment adequately

#### **Dispositions \*\*\***

In addition to developing academic and clinical skills, professional behavior and competence is expected in your role as a counseling student.

- **CACREP defines dispositions** as "...the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015).
- **It is expected in this class that you engage in professional and respectful interaction with your professor and your colleagues, with consideration of the course content.**
- **If your dispositional behavior is determined to be problematic, this could both impact your grade for this class and result in a referral to the Student Evaluation Committee (SEC) or a Fitness to Practice (FTP).**

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable behaviors for counseling professionals. Students engaging in these behaviors will be counseled.

Students must treat classroom engagements as they would with colleagues in a professional agency/counseling environment.

*Incidents of unprofessional conduct will be referred to the program director and your advisor, as well as noted on the student's advising record. Repeated offenses will result in referral for a Fitness to Practice (FTP) to determine the appropriateness of the student's continuation in the program.*

### **Self-Reflection and Disclosure**

1. The Master of Counseling Program is committed to student education, safety, and the integrity of well-prepared counselors and therapists.
2. As part of this commitment, all students in the Counseling Program are expected to engage in their own personal growth and self-discovery.
3. As a means to personal growth, self-discovery, and awareness, students are often asked to reflect on personal experiences and reactions (past and present) and share these experiences in classroom settings (i.e., engage in self-disclosure). No one is required to share personal experiences.
4. While we do not engage in counseling or psychotherapy in the context of the Counseling Program, areas of growth are often identified during these self-disclosure processes.
5. **Your course grade is not contingent on what you share or the extent of your self-disclosure. Anything you choose to share is voluntary.**

The implications of your self-disclosure, however, may include reporting information to other faculty, program remediation, program dismissal, ethical charges, requirement to attend counseling, and/or notification to authorities. For additional information on self-disclosure, please refer to the *ACA Code of Ethics, Section F.7.b. Student Welfare*.

### **Statement of Inclusion:**

In this class, it is expected that: 1) everyone learns in a safe and supportive environment; 2) all individuals are treated with dignity and respect, irrespective of citizenship, race, ethnicity, religious affiliation, gender/sex, sexual orientation, gender identity, age, dis/ability, etc.; 3) **everyone plays a role in creating a positive classroom space.** (Adapted from Sulik & Keys, 2014, p. 157) To that end, if there are verbal/non-verbal indignities consciously or unconsciously expressed in class (e.g. microaggressions), they may be used as learning opportunities to grow in awareness of ourselves and each other, to deepen understanding of course content, as well as increase/enhance our ability to create an inclusive learning environment.

### **Attendance:**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

**The student is expected to attend all classes if possible.** It is important to understand that class attendance can be used by the instructor as one criterion for grading, though accommodation *may* be provided.

- You may miss two (2) classes during the semester. No questions asked.
- If you miss three (3) classes during the semester, you will drop one letter grade.
- If you miss four (4) classes during the semester, you will NOT pass the course and will have to retake the course.
- **Be sure to talk with your professor prior to any planned absence.**
- Be sure to e-mail or call the professor with any absences.
- **You will be counted absent, for the entire class, if you arrive 30 minutes after the class has started.**
- If you are **late 15-29 minutes two times**, you will earn an absence.

### **Late Work**

All late assignments receive a 10% deduction from the available points for the assignment each day, including the weekend. **No late assignment will be accepted one week after the due date.**

### **Method(s) of Instruction:**

This course is designed to combine the study of theory, research, diagnosis, ethics, and cultural understanding with techniques and practices in the field. This is a “hands-on” course where the student is taught through practice and observation the dynamics of providing assessments in counseling services. Both classroom and laboratory experiences are offered in this course.

- The primary method of instruction for this course is centered on critical inquiry and practice of assessments and how to share results. The professor will focus on segments of the material and pose questions that help you further your comprehension.
- The professor will facilitate active learning strategies to promote recall and understanding of new material.
- Small groups will be used to facilitate problem-based learning and practice.
- You will be provided with learning support- PowerPoints, Guest Speakers, Videos, and additional reading materials.



**NO USE OF GERNATIVE AI WILL BE PERMITTED:**

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own. Your work must be completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

**Grades are developed on a 100-point scale. Do not try to average your grades, they are not on a percentage scale.**

\*Any points over 100 are extra credit that *may* be awarded through the course.

<b><u>CACREP Standards</u></b>	<b><u>Requirement/Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>Points</u></b>
CMH 2: C.1. a-e; F.7a, 7b, 7f, 7m, 5: C.3a	<b>Midterm Exam</b> Opens 5:30pm Closes 6:45pm	October 7 <sup>th</sup> by 6:45pm	20
CMH 5: C.3a, 2: F.7l,  SC 5: C.1c	<b>Assessment Report</b>  You may upload the report and information prior to December 2 <sup>nd</sup> , <b>but NOT after December 2<sup>nd</sup> at 5:30pm</b>	December 2 <sup>nd</sup> by <b>5:30 pm</b>	30
CMH 2: F.7k, 7c, 7j, 8c, 8d  MCF 5: F.2c, 1f	<b>Final Exam</b> Opens 5:30pm Closes 6:45pm	December 9 <sup>th</sup> by <b>6:45 pm</b>	20
CMH 2: C. 1.c-e; 2.C.2. a-cF.7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j	<b>10 Weekly Learning Assignments</b> <b>(due by 5:30 each week assigned)</b> You may work ahead, if you would like.	Dates on schedule	30

90 -100 points	A
80 - 89 points	B
70 – 79 points	C (You will have to retake the course)
69 – Below	F (You will be on academic probation)



## Course work:

### Weekly Reading and Videos:

*Students are expected to have completed the scheduled reading for the week and any additional readings assigned **before** they come to class. The readings will support completion of weekly assignments, role-plays using the assessments in class, and appropriate conversations in class.*

### Tests

**Tests will be online during the class period 5:30pm – 6:45pm.**

**The Midterm** will consist of multiple-choice items. **The Final** will be multiple choice and short answer. The exams are designed to measure your knowledge of all assessment materials related to this course. The tests will consist of instructor and publishers' developed questions. **Covering chapter readings** (you are expected to read, know, and ask questions in class), **lectures** (take notes and ask questions), **additional assigned readings** (you are expected to read, know, and ask questions in class), **Videos assigned**, and **assessments** (you will learn how to use in class).

### Learning Assignments: Must be completed and submitted by 5:30pm on or before the due date.

Students will have 10 learning assignments. These assignments are to allow students to practice skills and develop better understanding. All assignments will be written in APA sentence structure. All answers must be complete thoughts. These are to encourage deeper thinking/understanding and questions.

Assignments 6-10 will support student understanding and application of the skills found in the objectives. Students will write sections of the report showing understand of assessments, how to administer tests, how to create professional summaries/treatment plans/goals/follow-up recommendations and how to share the information with their client and other professionals. Students will be given feedback for each of these assignments and the opportunity to make an appointment with your professor before the final report is due; to allow for corrections. There is a rubric on each of the assignments 6-10 that are based on the final CACREP requirements (KPI).

**Clinical intake and MSE Video.** You will meet with your “client” to complete the intake, allow for discussion about the consent to video tape the intake and consent to test. You will be expected to discuss the tests that will be administered as a baseline for counseling (name, reason it is used, how it will be used for treatment planning and goal setting), and remind your client that test results and interpretation will be provided at the next session; also, if further testing is needed it will be assigned with a future date to review those results. Your client will provide answers to an intake interview (Found in Course Content) and mental status examination (MSE). The recorded interview will be submitted for evaluation. Please submit the recording and consent forms together. **Points will be deducted if both are not submitted together.**

- **Intake interview- questions and follow-up questions to gain understanding**
- **Confidentiality with limitations and student role**
- **Mental Status Exam (with mini-cog)**
- **Introduce assessments- what they are, how they will be used, what the baseline assessments will be, when and how they will be administered**
- **Administer, at a minimum, PHQ-9, GAD-7, Alcohol screen, Columbia Suicide RS**

**Counseling Notes:** Students will be required to hold a *minimum* of three (3) counseling sessions with their client. The first is the initial intake and the second is to share results and gain client responses, which will be used in the final report, and the third to terminate and obtain follow-up about additional assessments used (this is not an option- you will have follow-up testing.) You may conduct more sessions if you want to give feedback for each assessment separately (*hint/wink*: this will give you more information for your final report).

### Case Study Assessment Report:

Your primary assignment will be a written assessment report based on a fictional client that is role played by another student taking Assessments in Counseling (EDCG 3525). This will be written as a 3<sup>rd</sup> person perspective.

The **assessment report** will be written based on best practices from your reading and lecture materials. The report will include, at a minimum, but are not limited to: (the bolded items will be completed during the initial intake, which will be recorded)

- *Clinical interview (including family assessment) This will be recorded and submitted with final report*
- *Mental status exam*
- *OQ 45*
- *GAD-7*
- *PHQ-9*
- *Columbia Suicide Severity Rating Scale*
- *Drug and Alcohol Screen*
- *DSM 5 TR personality instrument*
- *An intelligence assessment*
- *Any additional assessments your client may need after the intake or during the assessment process.*

*The assessment report should demonstrate clear understanding of basic scores derived, standard scores, percentile ranks, ranges, reliability, validity, meaning of each score, and basic information regarding the instruments on each assessment administered, as well as presenting assessments to the client with results.*

### You will be administering these instruments throughout the semester.

- The assessment report is the key performance indicator for the assessment class and will be archived. There is a rubric with the standards listed on each assignment.
- *You will record your initial intake session* and submit it for weekly assignment #6 **and** with your final report.
- You will be submitting portions of your report through the semester. (Weekly assignments 6-10). These will be rough drafts you will be given feedback which you may choose to correct for the final report.
- Your final assessment report will be submitted with consent, intake interview, notes (intake and delivering results to client), and copies of every assessment showing: process of scoring and interpretation.
- The report format is available on BB menu and reviewed in class time.

# Schedule of Course Activities

*This agenda is a guesstimate. It may be amended depending on the learning needs of the class. Instructor may change sequence of topics, with notification, to focus on stages most relevant to counseling practice.*

DATE	CACREP	TOPIC(s) FOR CLASS	READING and Additional materials- <b>Prior to class</b>	What is Due
August 26  Module 1	1.N. 1-8	Syllabus/Requirements	<i>Chapters 1 and 2</i>  <i>Read "Qualifications" Under Course Content</i>	
September 2  Module 2	3.A.1, 3.G.1,2, 5.F.9	Principles of Assessment, History  Assessment Process	<i>Chapters 1 &amp; 2</i> <i>PowerPoints</i>  Video : <a href="https://video.alexanderstreet.com/watch/assessment-testing-psychometric-tests-what-do-they-really-tell-us">https://video.alexanderstreet.com/watch/assessment-testing-psychometric-tests-what-do-they-really-tell-us</a>	Select a partner to be your “client” through the semester.  <b>Assignment 1</b> (due by 5:30pm)
September 9  Modules 3 & 4	3.G.3	Basic Statistical Concepts, Understanding Assessment Scores  Reliability/Validity  <b>Activity:</b> Reliability, Validity, Examining manuals.	<i>Read Chapter 5 and 6</i>  <i>Video- Behind the statistics</i> <a href="#">Behind the Statistics - Video - Films On Demand (oclc.org)</a>	<b>Assignment 2</b> (due by 5:30pm)
September 16  Module 5	3.G.4  1.B.C.D.E 3	Legal, ethical, and professional considerations  Multicultural Considerations  <b>Activity</b> in class: will cover all of the readings and video.	<i>Chapters 3 and 4</i> <i>Additional reading found in module</i> <i>Video:</i> <a href="https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/translating-cultural-considerations-into-psychological-testing-practice">https://video-alexanderstreet-com.tamusa.idm.oclc.org/watch/translating-cultural-considerations-into-psychological-testing-practice</a>	<b>Assignment 3</b> (due by 5:30pm)

September 23  Module 6	3.A.8,10 3.G.6,7 5.c.4  1.B.C.D.E 3	Clinical Assessment: Biopsychosocial, strengths, goals (you will need this information for Weekly assignment 6)  Mental Status Exam (MSE) (You will need this information for Weekly assignment 7)	<i>Read Chapter 7</i>  <i>Read BB handouts on interviews and recording histories to include family of origin and current family information.</i>  <i>Videos:</i> <i>Using intake form in Module 6.</i> <a href="https://youtu.be/6sS_Ig39DCc">https://youtu.be/6sS_Ig39DCc</a>  <i>Cultural intake:</i> <a href="#">Shibboleth Authentication Request</a>  <i>Conducting a clinical intake:</i> <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?v?id=276">https://www- psychotherapy- net.tamusa.idm.oclc.org /stream/tamusa/video?v id=276</a>	<b>Assignment 4 (due by 5:30pm)</b>
September 30  Module 7	3.B. 1,3,4 3.E.9 3.G.5 5.H.15  1.B.C.D.E 3	OQ 45 and other rating scales related to the assessment report found on OQ 45 system.  Baseline tests and screens to include C-SSRS	<i>Watch:</i> <i>C-SSRS Ideation Demonstration Video</i> <a href="https://www.youtube.com/watch?v=2kpB3Tq2mgU">https://www.youtube.com/watch?v=2kpB3Tq2mgU</a>  <i>Read:</i> <i>OQ 45.2 information forms in module 7 and Course Content</i>	<b>Assignment 5 (due by 5:30pm)</b>
October 7	3.G.9,10, 12,13,14, 16 5.A.3 5.G.9 1.B.C.D.E 3	<i>You do not need to come to class to take this exam. I will be here if you would like to take it in class.</i>	<i>Obtain signed copies of both consents for your assessment report (To record and to test- Consent forms on BB)</i> <i>** These will be uploaded with assignment 6 and final report.</i>	<b>Midterm Exam</b> Chapters 1-7, OQ 45.2, Baseline tests/screens, additional readings, and videos
October 14  Module 8	3.D.4,5 3.G.7,8 5.C.4 1.B.C.D.E 3	Diagnostic and Statistical Manual of Mental Disorders; prevalence of mental disorder	<i>Read Chapter 8 &amp; 13</i> <i>Personality assessment</i> (you will need for assignment 8)	<b>Assignment 6</b> (upload video and both consent forms by 5:30pm)
October 21  Modules 9 & 10	3.G.7 5.C.4 1.B.C.D.E.3	Intelligence testing and academic testing	<i>Read Chapters 9, 10</i>	<b>Assignment 7</b> <b>Due by 5:30pm</b>

October 28 Module 11	3.G.9,10, 12,13,14, 16 5.A.3 5.G.9	Reporting results to client and on report  Writing goals and treatment Plans	<i>Read: Chapter 15</i>	<b>Assignment 8 -</b> Upload the written report for Personality and Intelligence assessments. <b>Due by 5:30pm</b>
November 4 Module 12	3.D.4,5 3.G.8 5.B.3,7 5.H.11,12, 17,18  1.B.C.D.E 3	How to write a summary for a formal report  Shorts notes on Terminology and needs assessments	<i>Read Module 12</i>	<b>Assignment 9</b> Upload goals and Treatment Plan <b>Due by 5:30pm</b>
November 11 Modules 13 & 14	3.G.7 5.C.4  1.B.C.D.E 3	Assessment of Interpersonal Relationships  MCFC assessments informal	<i>Read chapter 14</i>  <i>Review family assessment on BB menu.</i>	<b>Assignment 10</b> Upload summary <b>Due by 5:30pm</b>
November 18 Module 15	3.A.8,10 3.G.6,7 5.c.4 1.B.C.D.E.3	Program Evaluation  <b>Class Activity</b>	<b>Read</b> <i>Chapter by Watkins</i> <i>Both PowerPoint presentations</i>	
November 25	<i>No Class (Holiday)</i>			
December 2	3.A.8,10 3.G.6,7 5.c.4  1.B.C.D.E 3	<b>You do not have to come into class, but I will be here to support you if you still have last-minute questions.</b>	<i>You must upload:</i> 1. <i>Final Report</i> 2. <i>Consent to test</i> 3. <i>Consent to video tape</i> 4. <i>Intake video</i> 5. <i>Intake form-from CC on BB</i> 6. <i>All Session notes (min 3)</i> 7. <i>Every test with results and scoring</i>	<b>Final report is due</b>  <i>On or before</i>  <i>December 2nd</i> <i>By 5:30 pm</i>
<i>December 9</i>	<i>We will not meet in class. The exam is online</i>	<i>Final Exam</i> <i>Chapters 8-15,</i> <i>additional readings and videos</i>	<i>Final Exam is online, the link is on BB</i>	<i>Wishing you a very wonderful Winter Holiday!</i>

# Important Dates:

## Fall 2025 Regular 16-Week Session

<i>August 25</i>	<i>First Day of Classes</i>
<i>September 1</i>	<i>Labor Day holiday- no classes</i>
<i>September 10</i>	<i>Census Day</i>
<b>October 1</b>	<b>Last day to register for Practicum /Internship for Spring</b>
<b>October 27</b>	<b>Registration opens</b>
<i>November 14</i>	<i>Last day to drop with an automatic "W"</i>
<i>November 25</i>	<i>Last day to W/D from the university</i>
<i>November 26</i>	<i>Study Day- no classes</i>
<i>November 27-29</i>	<i>Thanksgiving Holiday- No Classes</i>
<i>December 4</i>	<i>Last day of Instruction/classes</i>
<i>December 5</i>	<i>Study Day-no classes</i>
<b>December 6- 12</b>	<b>Final exams</b>
<b>December 11<sup>th</sup> 5:30pm</b>	<b>Hooding Ceremony</b>
<b>December 16<sup>th</sup></b>	<b>Commencement</b>

## Graduate Policies and Procedures

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid- semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

1. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination.
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
  - d. Unauthorized collaboration on assignments and exams.
  - e. Using unauthorized assistance such as books, notes or other devices (e.g., calculators, cell phones, or computers, etc.).
  - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test.
3. Collusion: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. Lying: The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.



## **Technology Requirements**

- To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL. Please check with IT for loaner computers.
- You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
- If you have an issue with using the lockdown browser, please contact me. It is already loaded on university laptop. The software is vetted, approved and paid for by university.
- Under each course with a KPI requirement/syllabus, to obtain forms, and to monitor your progress through program, log in to TEVERA under syllabus tab.
- If you need Blackboard support at any time during the course or to report a problem with Blackboard you can visit the Blackboard Student Help Site or call 210-784-4357

## **ADDITIONAL IMPORTANT POLICIES AND RESOURCES**

### **University Policies, Procedures, and Resources**

**Academic Accommodations for Persons with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You may also contact us via phone at (210) 784-1335, visit us at <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

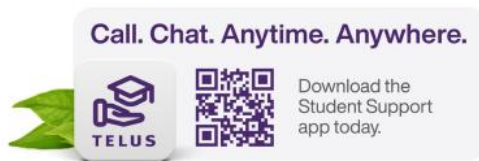
**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, Room 202.

**Counseling and Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call (210) 784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services, visit <https://www.tamusa.edu/studentcounseling>.

*Crisis support is available 24/7 by calling the SCC at (210) 784-1331 (select option “2” after hours).*

Additionally, the TELUS Student Support App provides a variety of mental health resources including support for in-the-moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information, visit <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their

performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, Room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this

reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant and Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

**Use of Generative AI:** We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

**Research on Human Subjects:** Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: <http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>

**Incompletes:** The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better.
2. The circumstance for which the "I" is requested is supported with documentation.
3. Student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences.

Unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract

is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

**Dropping a Course:** Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the grade earned.