



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5325 Assessment**

Instructor: Vanessa Gill, Ph.D., LPC-S

Office: Classroom Hall 214-K

Office Hours: Tuesday & Wednesday
1:30PM-3:30PM or by appointment

Office Phone: (210) 784-

Semester: Fall 2026

Class Day: Tuesday

Class Time: 5:30 PM – 6:45 PM

Class Location: Classroom Hall 303

Email: vgill@tamusa.edu

Required Textbook:

Hays, D. G. (2023). *Assessment in counseling: Procedures and practices* (7th ed.). Wiley.
ISBN: 9781556204159 (2009).

Publication Manual of the American Psychological Association (7th Edition).

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

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 assessments with clients and other professionals who may work with the same clients. (Some of the information found in the professional report is taught in 5311, 5313, 5327)

Rationale

This course examines core concepts and principles of counseling assessment and evaluation, including the ethical, culturally responsive use of standardized instruments and qualitative methods with diverse populations. Students develop foundational knowledge of psychological and educational assessment and examine how assessment practices influence individuals, clinical decision-making, and client outcomes.



The course prepares the counselor-in-training to be informed consumers and users of assessment information. Students learn to select, administer, score, interpret, and integrate assessment data with other relevant clinical information. Emphasis is placed on psychometric and statistical foundations of measurement; the strengths and limitations of assessment approaches; and the social, cultural, and ethical considerations that guide responsible assessment practice.

Learning Objectives

Consistent with CACREP 2024 requirements, upon completion of this course, students will have successfully gained knowledge, skills, and/or attitudes in the following objectives: Section 3: Foundational Counseling Curriculum Standard G. Assessment and Diagnostic Processes

Standard	Description	Chapter Applied
1	Historical perspectives concerning nature and meaning of assessment and testing in counseling	1, 16
2	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2, 5
3	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	5
4	Reliability and validity in the use of assessments	6
5	Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	4
6	Ethical and legal considerations for selecting, administering, and interpreting assessments	3
7	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	4, 8
8	Use of assessments in academic/educational, career, personal, and social development	9-14
9	Use of environmental assessments and systematic behavioral observations	2, 4, 16
10	Use of structured interviewing, symptom checklists, and personality and psychological testing	2, 7, 13
11	Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	8
12	Procedures to identify substance use, addictions, and co-occurring conditions	8
13	Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	7, 8
14	Procedures for assessing clients' experience of trauma	7, 8, 14
15	Procedures for identifying and reporting signs of abuse and neglect	7, 8, 14
16	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	7, 8, 9
17	Procedures for using assessment results for referral and consultation	7



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Specialty areas in CACREP- Use of Assessment

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



Course Format and Participation

Class meetings will combine lecture, discussion, demonstrations, and experiential activities. These activities are designed to introduce, expand, clarify, and critically examine concepts presented in the textbook and assigned readings.

Students are expected to:

- Attend class regularly and arrive on time.
- Complete assigned readings and other course materials before the scheduled class meeting.
- Participate actively and respectfully in discussions, practice activities, and small-group learning experiences.
- Integrate ideas from readings, class discussions, and experiential activities into course assignments.
- Communicate with the instructor as soon as possible when circumstances may affect attendance or assignment completion.

Regular class attendance at the graduate level is required and expected. Punctual attendance is expected. Arriving late, leaving early, or engaging in distracting behavior disrupts the learning environment. Please let the instructor know in advance, personally or by email, if you know you will not be able to attend a class. Class attendance includes timely arrival to the class and returning at the agreed-upon time from breaks.

Assessment Experience

Throughout the course, students will complete selected assessment activities included in the course materials, along with additional instruments provided by the instructor. These experiences are intended to build familiarity with assessment procedures and promote informed, ethical use of assessment information.

Students will practice:

- Understanding test format, construction, item types, scoring procedures, norms, profiles, interpretation, and manual use.
- Administering selected instruments to themselves when appropriate.
- Hand scoring selected instruments and converting raw scores to standardized scores.
- Reviewing computerized scoring reports when required.
- Interpreting assessment results within the context of available clinical and background information.
- Identifying cultural, social, ethical, and diversity-related considerations that may affect assessment selection, administration, interpretation, and feedback.

Assessment activities are instructional exercises. Students must maintain confidentiality and use assessment materials, results, and reports only for course-related purposes. Students



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should not present themselves as qualified to diagnose, provide clinical feedback, or make treatment recommendations based solely on course-based assessment experiences.

Short Quizzes

Short quizzes will be administered between classes and will assess the assigned readings for that class meeting. There are 11 quiz opportunities, with the lowest quiz grade dropped.

- Each quiz must be completed and submitted by **5:00 p.m. on the day of the scheduled class session.**
- Quizzes submitted after 5:00 p.m. will not be accepted unless the student has received prior instructor approval or is eligible for an approved accommodation.
- Students are responsible for reviewing the course schedule and completing assigned readings before submitting each quiz.

Clinical Assessment and MSE for Clinical Assessment Written Report

Each student will complete a clinical assessment experience with one adult volunteer participant. The project includes an intake interview, a Mental Status Examination (MSE), administration and interpretation of the Outcome Questionnaire–45.2 (OQ-45.2; Lambert et al., 2004), and a written assessment report.

The purpose of this assignment is to help students practice basic clinical interviewing, rapport building, assessment administration, interpretation, documentation, and ethical decision-making.

Participant requirements

The participant must:

- Be a volunteer who provides informed consent for participation and video recording.
- Be at least 18 years old.
- Not be an immediate family member of the student.
- Not be a student in this department.
- Understand that this is a course assignment and not counseling, diagnosis, treatment, or a formal clinical assessment.

Required submissions

Submit the following materials together by the deadline listed in the course schedule:

- 1) A 2-page reflection essay indicating student growth and strength areas.
- 2) A completed written assessment report.
- 3) A signed participant consent form (Appendix A).
- 4) Any assessment protocol, scoring materials, or data sheets used (Appendix B).



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Points may be deducted if required materials are incomplete. Students are responsible for securely storing and submitting all confidential materials according to instructor and program procedures.

Written assessment report

Prepare a professional report modeled after the examples and format provided in class. The report should include:

1. **Reason for assessment:** Explain the purpose of the assessment activity and the referral or presenting concern, if applicable.
2. **Assessment conditions and behavioral observations:** Describe relevant conditions of the meeting, the participant's engagement, and observations that may have influenced the results.
3. **Demographic and contextual information:** Include only information relevant to the assessment and protect the participant's identity through the use of a pseudonym or other approved de-identification procedures.
4. **Assessment findings and interpretation:** Summarize results from the OQ-45.2, intake interview, MSE, or other relevant sources of information. Interpret results cautiously and within the limits of the assignment.
5. **Summary and recommendations:** Integrate the available information and provide appropriate educational or referral-oriented recommendations, consistent with the limits of the student's role and the assignment.

Reflection essay should include:

1. **Personal reflection:** Discuss your reactions to completing the project. Address experiences such as building rapport, conducting the interview, interpreting findings, managing uncertainty, and learning about yourself as an emerging counselor.
2. **Revision reflection:** Explain what you would do differently if you could repeat the intake interview and OQ-45.2 interpretation. Identify specific skills, questions, procedures, or ethical considerations you would improve.

Examinations and Case Study Examinations

Students will complete two examinations:

Examination	Content	Weight
Exam 1	Chapters 1–8	20%
Exam 2	Chapters 9–15	20%

Examinations will include multiple-choice and/or true/false questions. Additional details regarding exam format, testing procedures, and permitted materials will be provided by the instructor.



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Case study

Students will independently complete a case-study assignment that requires application of concepts learned throughout the semester. Students will respond to a set of open-ended questions using assessment concepts, course readings, ethical guidelines, and culturally responsive clinical reasoning.

The case study must be completed independently. Students should demonstrate their ability to:

- Identify relevant assessment concerns and referral questions.
- Select and justify appropriate assessment methods or instruments.
- Interpret assessment information within clinical and cultural context.
- Identify ethical, legal, diversity, and social justice considerations.
- Communicate conclusions clearly and support responses with course concepts and assigned materials.

Special Interest Presentation

Students will deliver a **15–20 minute interactive presentation** on an assessment instrument or assessment approach of their choosing. Students may present individually or in pairs. The purpose of the Special Interest Presentation is to demonstrate your ability to locate, evaluate, explain, and critically apply an assessment tool in a counseling or helping-profession context.

Your selected assessment may be a standardized instrument, structured interview, observational method, rating scale, screening tool, or another ethically appropriate assessment approach. The assessment must be relevant to counseling practice and approved by the instructor before the presentation.

Presentation Expectations

Your presentation should teach classmates how the assessment could be used responsibly in practice. Rather than simply describing information from a manual or website, demonstrate your own understanding by explaining how you would use, interpret, critique, and communicate information about the assessment in a realistic counseling context.

Include the following:

1. Assessment overview

- Identify the assessment's name, author(s), publisher or source, intended purpose, and population(s) for whom it was developed.
- Explain the clinical or counseling question the assessment is designed to address.
- Describe the setting(s) and client population(s) for which the assessment may be appropriate.

2. Administration and scoring

- Explain how the assessment is administered, including approximate administration time, format, materials, and qualifications or training needed.
- Describe the type of scores or information produced and how results are interpreted.



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- Identify any costs, licensing requirements, access limitations, or practical barriers to use.
- 3. **Psychometric and professional evaluation**
 - Summarize relevant information about reliability, validity, norms, and other technical qualities, as appropriate to the tool.
 - Evaluate the adequacy of available manuals, scoring procedures, and supporting materials.
 - Identify at least one strength and one limitation of the assessment.
- 4. **Cultural, ethical, and accessibility considerations**
 - Discuss cultural responsiveness, language access, disability accommodations, and potential sources of bias.
 - Identify ethical concerns related to selection, administration, interpretation, confidentiality, informed consent, feedback, and/or appropriate use of results.
 - Explain when the assessment should not be used or when supplemental assessment methods are necessary.
- 5. **Applied counseling demonstration**
 - Present a brief, original counseling scenario in which the assessment could be considered.
 - Explain why you would or would not select the assessment for that scenario.
 - Demonstrate how you would introduce the assessment to a client, including how you would describe its purpose, limits, voluntary nature, and confidentiality considerations.
 - Provide an example of how you would communicate one hypothetical result to the client in clear, non-stigmatizing, culturally responsive language.
 - Explain how you would integrate the assessment result with other sources of information, such as an intake interview, behavioral observations, collateral information, or another assessment method.
- 6. **Interactive learning activity**
 - Facilitate a brief activity that requires classmates to engage with the assessment. Examples include a scoring or interpretation exercise using fictional data, a discussion of a short vignette, a role-play, a decision-making poll, or a critique of an assessment-use scenario.
 - The activity must require live participation and should connect directly to the assessment tool and its appropriate use.

Presentation Format

Students may use slides, handouts, audiovisual materials, demonstration materials, or other approved instructional resources. However, the presentation must be primarily led by the student presenter(s), not by prerecorded content, automated narration, or reading from slides.

If presenting in pairs:

- Both students must contribute meaningfully to the research, preparation, facilitation, and question-and-answer portion of the presentation.



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- Both students must speak during the presentation and participate in the interactive activity.
- Each partner must be prepared to answer questions about any component of the presentation.
- Partners will receive the same group score unless the instructor identifies a substantial difference in individual contribution.

Evidence and Preparation

Use the assessment manual, peer-reviewed professional literature, and other credible professional sources to support your presentation. Cite sources on slides or handouts using APA style. Students may use AI-supported tools for brainstorming, outlining, editing, or creating visual materials if permitted by course and university policy. However, students are responsible for verifying all information, accurately citing sources, and demonstrating their own understanding during the live presentation.

The following are not permitted:

- Presenting AI-generated content.
- Using AI references without verifying original professional sources.
- Using fabricated citations, psychometric data, assessment procedures, or clinical claims.
- Submitting or presenting work that the student cannot explain, defend, or apply during discussion.
- Using AI or automated tools to answer questions during the live presentation unless specifically authorized by the instructor.
- If the instructor has concerns that submitted work includes unapproved AI-generated content, the student may be required to meet with the instructor and demonstrate understanding of the material. The assignment grade may be based, in whole or in part, on the student's demonstrated knowledge during this meeting.

Evaluation Criteria

Presentations will be evaluated on:

- Accuracy and completeness of assessment information.
- Appropriate use and interpretation of professional literature.
- Quality of critical analysis, including psychometric, ethical, cultural, and practical considerations.
- Ability to apply the assessment to a realistic counseling scenario.
- Quality and relevance of the interactive learning activity.
- Clear, organized, professional, and engaging delivery.
- Demonstrated personal understanding during facilitation and questions.
- Meaningful contribution of each presenter when completed in pairs.



Course Evaluation

Course requirement	Weight
Exam 1 - Midterm	20%
Exam 2 - Final	20%
Short quizzes - 10	10%
Case study	15%
Clinical assessment written report	15%
Personal reflection essay	5%
Special Interest presentation	15%
Total graded percentage	100%

All assignments must be completed and submitted to pass the course. Failure to complete a required assignment, including the pass/fail recorded clinical assessment session, will result in a failing course grade.

Final letter grades are assigned as follows:

Percentage	Letter grade
90–100	A
80–89	B
70–79	C
Below 70	F

A grade of C or below requires the student to repeat the course, consistent with program policy.

Recommended or supplemental readings

- American Association for Marriage and Family Therapy (2015). Code of ethics. https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- American Counseling Association (2014). 2014 ACA Code of Ethics. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>
- American School Counselor Association. (2022). ASCA ethical standards for school counselors. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>
- Texas Education Agency (2018). The Texas model for comprehensive school counseling programs (5th ed.). <https://tea.texas.gov/>



Course Policies

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.

- It is imperative that you are there for all class meetings to interact and share your questions and understanding with your classmates as well as meet the CACREP requirement. On your 3rd absence (regardless of reason) You will lose one grade level. For example, if your final grade shows a 'B' and you have 3 absences, your final grade will be 'C'. Any additional absences after the 3rd will also result in you being dropped from the class. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving at class late twice (more than 15 minutes) will be considered an absence. You will be counted absent, for the entire class, if you arrive 30 minutes after the class has started.
- The only excused absences will be illness with a doctor's note, or death in the family with copy of an obituary.

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 will 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.

Communication

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, you should make sure your account is active and make plans to check the account regularly. You can expect a response from me within 48 hours (excluding weekends and university-recognized holidays). I will expect a response within 48 hours (excluding weekends and university-recognized holidays) when I send you a message.

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

Late Assignments

Assignments must be completed by the due dates in the course calendar. A penalty of 10% per day will be applied to all work that is submitted late. The determination of exceptional circumstances that might lead to modification of this policy is the prerogative of the instructor and must be requested before the due date. A zero will be automatically assigned if your assignment is past the due date.

Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the semester. Assignments from previous semesters will not be accepted.

Assignments Use of Generative AI Permitted Under Some Circumstances

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper



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attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

TEXES Competencies (COE)

- Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.
- Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.
- Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.
- Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.
- Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
- Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
- Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
- Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession

University Policies, Procedures, and Resources

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours,



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contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals 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 can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer



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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 system. 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in real time with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.



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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 or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (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/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



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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; 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.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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.



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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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic "W"
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online



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Schedule of Course Activities

Date & CACREP	Topics Discussed	Materials to complete	Assignments Due
Aug. 25 Module 1	Syllabus/ Assignments/ Requirements		
Sep. 1 Module 2 3.A.1, 3.G.1,2 5.F.9	Principles of Assessment, History	Hays Ch. 1 & 2 Additional reading: ACA Code of Ethics for Assessment	Module 2 quiz (due by 5:00pm) ✓ Select a partner for role plays
Sep. 8 Module 3 3.G.4	Legal, Ethical, and Professional Considerations	Hays Ch. 3 & 4 Additional reading: AARC Standards, RUST statement Video: • Translating cultural considerations into psychological testing	Module 3 quiz (due by 5:00pm)
Sep. 15 Module 4 3.G.3	Basic Statistical Concepts, Understanding Assessment Scores Reliability /Validity	Hays Ch. 5 & 6 Video: • Behind the Statistics - Video - Films On Demand (oclc.org)	Module 4 quiz (due by 5:00pm) ✓ Presentation topic due by email
Sep. 22 Module 5 3.A.8,10 3.G.6,7 5.c.4 1.B.C.D.E.3	Clinical Intake: Biopsychosocial, Strengths, Goals Mental Status Exam (MSE)	Hay Ch. 7 Additional reading: Pogosyan (2017) Videos: • Counseling Intake Process: Culturally competent demonstrations • Clinical Interview with "Riley" • Conducting the Mental Status exam: Training on how to conduct the Mental Status Exam	Module 5 Quiz (due by 5:00pm) Special Interest Presentations begin



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Sep. 29 Module 6 3.A.8,10 3.G.6,7 5.c.4 1.B.C.D.E.3	Diagnostic and Statistical Manual of Mental Disorders, Mental Health and Addictions Assessment	Hay Ch. 8 Videos: • Clinical interviewing: Intake, Assessment, and Therapeutic Alliance	Module 6 Quiz (due by 5:00pm) Special Interest Presentations
Oct. 6 Module 7 3.B. 1,3,4 3.E.9 3.G.5 3.G.13 5.H.15 1.B.C.D.E.3	Plan of action: Discussing diagnosis, interventions, and treatment planning; Monitoring client progress Baseline Test: Videos are listed	Watch all videos: a. C-SSRS Ideation Demonstration Video b. Generalized Anxiety Disorder Assessment (GAD-7) Video c. Depression PHQ-9 Video d. Drug and Alcohol Screen NIDA Quick Screen e. Intelligence screen iqtest.net f. Trauma Screen ACE-Q g. Personality DSM 5-TR h. Career Holland - RIASEC i. Personal Development j. Social Development Myers-Briggs Personality	➤ No quiz for Module 7 Case Study is due by 5:00pm
Oct. 13 Midterm Exam 3.G.9,10, 12,13,14,16 5.A.3 5.G.9 1.B.C.D.E.3	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.	Midterm Exam (consists of multiple choice and short answer items) • Chapters 1-8 • OQ 45.2 Baseline tests/screens, additional readings, and videos	
Oct. 20 Module 8 3.D.4,5 3.G.7,8 5.C.4 1.B.C.D.E.3	Critical Incidents: Discussing risk assessments for violence, crisis, trauma, suicidality, and abuse	Reading: McAdams & Keener, 2008 (pp. 388-398) Roberts & Otten, 2005 (p. 329-339) Videos: • Parents of Suicidal Patients • Understanding Trauma in Teens	Module 8 Quiz (due by 5:00pm) Special Interest Presentations



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Oct. 27 Module 9 3.G.7 5.C.4 1.B.C.D.E.3	Discussion of assessments for intelligence, aptitude, and achievement	Hay Ch. 9 & 10	Module 9 Quiz (due by 5:00pm) Special Interest Presentations
Nov. 3 Module 10 3.G.9,10, 12,13,14, 16 5.A.3 5.G.9	Discussion of Assessments of Personality; Systematic Behavioral Observations and Environmental Assessments	Hays Ch. 13	Module 10 Quiz (due by 5:00pm) Special Interest Presentations
Nov. 10 Module 11 3.D.4,5 3.G.8 5.B.3,7 5.H.11,12, 17,18 1.B.C.D.E.3	Discussion of assessment of career development and wellness	Hays Ch. 11 Additional reading: • Wellness Circle	Module 11 Quiz (due by 5:00pm) Special Interest Presentations
Nov. 17 Module 12	Career, Interests and Values assessments; Writing Formal Reports	Hays Ch. 12 Additional reading: • Career Action Plan • Return to Work checklist Videos: Career Counseling Strategies	Module 12 Quiz (due by 5:00pm) Clinical assessment written report & Personal essay due by 5:00pm
Nov. 24 Module 13 3.G.7 5.C.4 1.B.C.D.E3	Discussion of Personal and Social Instruments for Marriage and Family Assessment and Intervention	Hays Ch. 14 Videos: • Intimate Partner Violence Assessment	Modules 13 Quiz (due by 5:00pm)



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Dec. 1 Module 14	Communication of Assessment Findings and Course Wrap Up	Hays Ch. 15 Additional reading: • WHO Quality of Life	➤ No quiz for Module 14
Dec. 8 Final Exam 3.G.9,10,12,13,1 4,16 5.A.3 5.G.9 1.B.C.D.E.3	We will not meet in class. The exam is online.	Final Exam is online, the link is on BB Chapters 9-15, additional readings and videos	Have a relaxing break!

* Changes may be made to the course schedule or syllabus. The general policies and learning objectives will not change. The details of the assignments and the schedule may change. I will give you advance notice of all changes.