



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
EDCG 5325-801 (25166) Assessment

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

**Class Day:** Tuesday

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

**Location:** Classroom Hall 319

**E-mail:** [melisa.fleming@tamusa.edu](mailto:melisa.fleming@tamusa.edu)

**Phone:** (210) 784-2585 office; (210) 725-1039 cell

**Office Hours:** Tuesdays 11:00am -3:30 pm and Thursdays 11:00am – 1:30pm and 3:00- 4:30pm

In person and Virtually for both days. If my door is open, you are welcome in.

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

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

**Course:** Assessments in Counseling Basic assessment principles including, but not limited to, achievement, aptitude, and intelligence tests, interest and personality inventories, clinical interviews, case conferences, report writing, and observations. (3 Credit hours)

**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 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 material 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 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.

### **Course Description:**

This course will provide students with an orientation to measurement theory, statistics associated with measurement, 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 and assist in treatment planning. This course will also provide students with skills to write formal reports to share data from the client to other professionals who may work with the same client.

Prerequisites: EDCG 5333 (formerly EDCG 5329).

### **Student Learning Outcomes:**

The student will:

- Be able to understand the history of assessment and role of assessment in counseling, including sources of specific assessment information.
- Be able to identify 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.
- 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.
- 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/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:**

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**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
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
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, symptom checklists, and personality and psychological testing
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems

12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
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

### Dispositions \*\*\*

In addition to developing academic and clinical skills, professional behavior and comportment 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 a professional and respectful way with your professor and your colleagues and in consideration of the course content. If your dispositional behavior is determined to be problematic, this could both impact your grade for this class and could result in a referral to the Student Evaluation Committee (SEC).**

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable of counseling professionals. Students engaging in these behaviors will be counseled. Students need to treat classroom engagements in a similar manner as they would engage with colleagues in a professional agency/counseling environment. **Incidents of unprofessional conduct will be referred to the program director and your advisor and noted on the student's advising record. Repeated offenses will result in referral to the Student Evaluation Committee to determine the appropriateness of the student's continuation in the program.**

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

The Master of Counseling Program is committed to student education, safety, and integrity of well-prepared counselors and therapists. As part of this commitment, all students in the Counseling Program are expected to engage in their own personal growth and self-discovery. 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). 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. **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, ethic 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.
- 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 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 letter grade deduction. No late assignment will be accepted one week after the due date. Any assignments not turned in by the last day of class *will not* be graded.

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

- 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.
- You will be provided with learning supports- 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.

**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.

Points	Overall Rating	Description
27-30	Mastery (4)	Able to perform assessment at a high level
24-26	Proficient (3)	Able to perform assessment at an acceptable level
21-24	Developing (2)	Developing ability to perform assessment
0-23	Unacceptable (1)	Unable to perform assessment adequately

**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.

CACREP Standards	Requirement/Assignment	Due Date	Points
CMH 2: F.7a, 7b, 7f, 7m, 5: C.3a	Midterm Exam	March 4 <sup>th</sup> by 6:45pm	20
CMH 5: C.3a, 2: F.7l,  SC 5: C.1c	Assessment Report	April 29 <sup>th</sup> 11:59pm	30
CMH 2: F.7k, 7c, 7j, 8c, 8d  MCF 5: F.2c, 1f	Final Exam	May 13 <sup>th</sup> by 6:45pm	20
CMH 2: F.7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j	10 Weekly Learning Assignments (due by 5:30)	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)**

### **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).

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:

- 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 your clear understanding of basic derived scores, standard scores, percentile ranks, ranges, and basic information regarding the instruments on each assessment administered, as well as your presenting assessments to your 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 #7 **and** with your final report.
- You will be submitting portions of your report through the semester. (Weekly assignments 7-10). These will be rough drafts you will be given feedback and 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 assessments showing: process of scoring and interpretation.
- Examples for the report will be available for review and discussed thoroughly in class. The report format is available on BB menu and reviewed in class time.
- ***If at any time, up to the week before the report is due, you have questions you need to make an appointment with your professor.***

**Clinical Assessment 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 test 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, and that 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 form 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**

### Tests

**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 publisher 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 turned in by 5:30pm on 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 7-10 are to allow students to write out sections of the report to show understand how to share the information with their client and other professionals. You 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 7-10 that are based on the final CACREP requirements.

**Counseling Notes:** Students will be required to hold a *minimum* of two (2) 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. 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).

### 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.

### Late Assignments:

Assignments that are submitted late *without prior arrangement with the professor* will be marked down one letter grade for each day that it is late. Please contact the professor ahead of time if you need to request specific accommodation. *If you contact the professor after the assignment is due, it will be the loss of one letter grade for each day.*

## **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.

### **Student Rights and Responsibilities**

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### **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 procedure 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, genetic information 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 the 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, University Catalog and students must comply with them and the laws of the land.
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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. 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. Behaviors that infringe on the rights of another individual will not be tolerated.

### **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.

### **Class 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 may lower your grade. You are highly recommended to attend all classes when possible.

### **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 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.

### **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>.

### **Academic Accommodations for Persons with Disabilities**

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

**Counseling Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling). In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.



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## **Message for pregnant and parenting students:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

## **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 the 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 the 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 earned grade.

## **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



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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**

**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 is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through Jagwire under the services tab.

**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 and/or phone call with instructions and updates. To register or update your information visit:  
<https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

**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.

**Jaguar Writing Center:** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in Jagwire under the student services tab. Students



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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 at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@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 contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

**Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

**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.



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**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of 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, diversity, pluralism 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, or gender expression. 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 helping create 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 has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.





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## 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.

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DATE	CACREP	TOPIC(s) FOR CLASS	READING and Additional materials	What is Due with the time.
January 21 Module 1	1.N. 1-8	Syllabus/Requirements	Chapters 1 and 2  Read "Qualifications" Under Course Content	
January 28 Module 2	3.A.1, 3.G.1,2, 5.F.9  1.B.C.D.E 3	Principles of Assessment, History  Assessment Process	<b>Chapters 1 &amp; 2</b>  <b>PowerPoints</b>  <b>Video :</b> <a href="https://video.alexanders-treet.com/watch/assessment-testing-psychometric-tests-what-do-they-really-tell-us">https://video.alexanders-treet.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> <b>(due by 5:30pm)</b>
February 4 Modules 3 & 4	3.G.3  1.B.C.D.E 3	Basic Statistical Concepts, Understanding Assessment Scores  Reliability/Validity  <b>Activity:</b> Reliability, Validity, Examining manuals.	Read Chapter 5 and 6  Video- Behind the statistics <a href="#">Behind the Statistics - Video - Films On Demand (oclc.org)</a>	<b>Assignment 2</b> <b>(due by 5:30pm)</b>



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<p>February 11</p> <p>Module 5</p>	<p>3.G.4</p> <p>1.B.C.D.E 3</p>	<p>Legal, ethical, and professional considerations</p> <p>Multicultural Considerations</p> <p><b>Activity</b> in class: will cover all of the readings and video.</p>	<p>Chapters 3 and 4</p> <p>Additional Readings</p> <p>Video: <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></p>	<p><b>Assignment 3</b> <b>(due by 5:30pm)</b></p>
<p>February 18</p> <p>Module 6</p>	<p>3.A.8,10 3.G.6,7 5.c.4</p> <p>1.B.C.D.E 3</p>	<p>Clinical Assessment: Biopsychosocial, strengths, goals <i>(you will need this information for Weekly assignment 7)</i></p> <p>Mental Status Exam (MSE) <i>(You will need this information for Weekly assignment 8)</i></p>	<p>Read Chapter 7</p> <p>Read BB handouts on interviews and recording histories to include family of origin and current family information.</p> <p>Videos: Using intake form in Module 6. <a href="https://youtu.be/6sS_Ig39DCc">https://youtu.be/6sS_Ig39DCc</a></p> <p>Cultural intake: <a href="#">Shibboleth Authentication Request</a></p> <p>Conducting a clinical intake: <a href="https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=276">https://www-psychotherapy-net.tamusa.idm.oclc.org/stream/tamusa/video?vid=276</a></p>	<p><b>Assignment 4</b> <b>(due by 5:30pm)</b></p>



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February 25  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	<b>Watch:</b> C-SSRS Ideation Demonstration Video <a href="https://www.youtube.com/watch?v=2kpB3Tq2mgU">https://www.youtube.com/watch?v=2kpB3Tq2mgU</a>  <b>Read:</b> OQ 45.2 information forms in module 7 and Course Content	<b>Assignment 5</b> (due by 5:30pm)
March 4	3.G.9,10, 12,13,14, 16 5.A.3 5.G.9  1.B.C.D.E 3	<i>We will not meet in class- your midterm is online</i>	Obtain signed copies of both consents for your assessment report (To record and to test- Consent forms on BB) <b>** These will be uploaded with assignment 7 and final report.</b>	<b>Midterm Exam</b> Chapters 1-7, OQ 45.2, Baseline tests//screens, additional readings, and videos  Opens: March 2 <sup>nd</sup> at 8am  <b>Closes: March 4<sup>th</sup> at 6:45pm</b>
March 11	<b>Spring Break- No Class</b>			
March 18  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  Personality assessment ( <i>you will need for assignment 9</i> )	Read Chapter 8 & 13	<b>Assignment 6</b> (upload video and both consent forms by 5:30pm)
March 25 Modules 9 & 10	3.G.7 5.C.4  1.B.C.D.E 3	Intelligence testing and academic testing  <b>Guest Speaker</b>	Read Chapters 9, 10	<b>Assignment 7</b> Written form of the MSE with mini-cog as it will be on your final report <b>Due by 5:30pm</b>
April 1 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	Read Chapter 15	<b>Assignment 8 -</b> Upload the written report for a minimum of two (2) assessments completed. <b>Due by 5:30pm</b>



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April 8  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	<b>Read</b> Module 12	<b>Assignment 9</b> Upload goals and Treatment Plan <b>Due by 5:30pm</b>
April 15  Modules 13 & 14	3.G.7 5.C.4  1.B.C.D.E 3	Assessment of Interpersonal Relationships  MCFC assessments informal	<b>Read chapter 14</b> Watch SCFI/Family Interview and Meadows Family of Origin on BB.  Review family assessment on BB menu.	<b>Assignment 10</b> Upload summary <b>Due by 5:30pm</b>
April 22  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> Chapter by Watkins Both PowerPoint presentations	
April 29	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>	You must upload: 1. Final Report 2. Consent to test 3. Consent to video tape 4. Intake video 5. Intake form-from CC on BB 6. All Session note(s) 7. Every test with results and scoring	<b>Final report is due</b>  <b>April 29<sup>th</sup> by 11:59pm</b>
May 6	University Study Day- No Class			
May 13  We will not meet in class. The exam is online.	1.B.C.D.E 3	<b>Final Exam</b> Chapters 8-15, additional readings and videos	Final Exam is online, the link is on BB  Opens May 11 <sup>th</sup> at 8am  <b>Closes: May 13<sup>th</sup> at 6:45pm</b>	Wishing you a very wonderful summer!



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## **Dates to be aware of:**

### **Spring 2025 Regular 16-Week Session**

January 16 Thursday Drop for non-payment

January 17 Friday Last day for students withdrawing to receive 100% refund (0% responsibility) for tuition

January 20 Monday Martin Luther King, Jr. Day - No classes

### **January 21 Tuesday First class day**

January 28 Tuesday Last day to register

February 5 Wednesday Census Date (professor must document attendance to administration)

February 6 Thursday Drop for non-payment

February 24-March 7 Midterm grading period

March 10-March 15 Spring Break

April 18 Friday Study-day - No classes

April 21 Monday Last day to drop with an automatic grade of "W"

April 28 Monday Last day to withdraw from the university

May 5 Monday Last day of scheduled classes for weekday classes

May 6 Tuesday Study Day - No classes

May 7-May 13 Wednesday-Tuesday Final examinations

May 13 Tuesday End of term

May 16 Friday All grades due by noon

May 19 Monday Grades available inJagWire

May 20 Tuesday Commencement



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