



**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5325 Assessment
Spring 2026**

Instructor: Melisa Fleming, Ph.D., LPC-S, LMFT

Class time: Mondays 7:00pm – 9:45 pm

Location: Classroom Hall 319

E-mail : mfleming@tamusa.edu

Phone: (210) 784-2585 office (210) 725-1039 Leave a text message

Office Hours: Monday and Tuesday 10 am – 5:00pm

Virtual office hours: Times set with Dr. Fleming

Office Location: Classroom Hall 214-J

Required Textbook:

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).

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 is designed to provide a supportive, structured learning environment for acquiring clinical assessment and diagnostic skills. You will be building on skills learned in courses you have already taken and understanding how to use the information to develop stronger relationship with your client, learn how to validate your client's concerns, and how to work



together, with your client, to create goals and a treatment plan. It is important that you stay focused and prepared for each week. It is a time to develop and enhance professional competencies.

Instructional Methods

This course is an in-person lecture course with hands-on learning experiences. You are expected to be ready and actively participate in every class. This means that you will be expected to complete all assigned materials, to include but not limited to: reading materials, learning modules, discussions, quizzes, and watch any assigned videos prior to beginning class. The focus of each class will be understanding the material and how to identify, administer, score, interpret, and share the materials in a professional counseling setting- both with your client and with other professionals. During our in-class time, we will not only cover any questions, thoughts, ideas, etc. about the material you read/watched for class; we will learn how to use the materials to support your work with the client.

I encourage you to take notes and to bring questions and thoughts about what you read or watched to class each week. I also encourage you to work with your peers, and know you can come to me for additional clarification.

Learning Objectives 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



Major Course Requirements

- 1) Module Quizzes
 - Students will read required information.
 - Students will watch required videos and or additional readings
 - Students will take a module quiz to support understanding of the module
- 2) Learning assignments
 - Read the requirements for each learning assignment.
 - Review the rubric for each learning assignment
 - Upload required work by 7:00pm on due by date
- 3) Meet with your “client”
 - Complete intake video
 - Obtain signed consents
 - Complete intake form (biopsychosocial)
 - Complete session notes for three (3) follow-up sessions
- 4) Mid-Term and Final Exams
 - These will be online through Blackboard
 - These will have a lock, you may not use materials from class; if you have an e-book, you will not have access through the computer you are using
 - There will be one attempt
 - You will have 120 minutes to complete the exam; you will be logged out after 120 minutes and/or the due date/time is met
- 5) Final Report
 - Make final revisions
 - Review grading rubric to be sure you have uploaded all that is needed
 - Upload complete report no later than the assigned due date/time
 -
- 6) Ethics and Professional Behavior
 - Students must abide by the guidelines and policies described in the Graduate Handbook and Departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEPC, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes for more specific language regarding professional behavior.



Point Allocation

Module Quizzes (10 @ 1 points each)	10 points
Learning Assignments (4 @ 5 points each)	20 points
Mid-Term Exam	20 points
Final Exam	20 points
Final Report	30 points
Total	100 points

Grading scale

90-100 points = A

80-89 points = B

70-79 points = C (must repeat course)

60-69 points = D (must repeat the course, possibly placed on academic probation)

59 points and below (must repeat the course, placed on academic probation)

Your final grade reflects your performance in all components of the course, as well as your professionalism and effectiveness while participating throughout the semester. Please be aware that any grades lower than a B do not count toward the degree. If you earn a C or below, you will be required to repeat the internship course.

In addition to submitting all assignments on time and demonstrating competent use of counseling skills, students are expected to maintain professional behavior in class and when communicating with peers and faculty.



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.

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

Confidentiality

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss personal information provided by your peers. This is an ethical issue and will be treated as such.

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](#)

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends. After one week late, assignments will not be accepted, and you will receive a zero for the assignment. Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner. 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.



TEExES 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

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

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

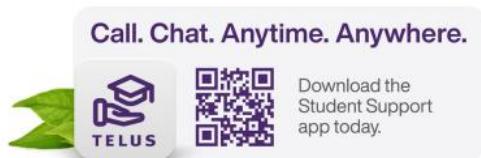
Counseling and Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through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

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services, visit <https://www.tamusa.edu/studentcounseling>. *Crisis support is available 24/7 by calling the SCC at (210) 784-1331 (select option “2” after hours).*

Additionally, the TELUS Student Support App provides a variety of mental health resources including support for in-the-moment distress, an anonymous peer-to-peer



support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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

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

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

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

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students



can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

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

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

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

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the



uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

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



lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamus.edu; 210-784-2061; CAB 439K).

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

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

Students' Rights

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

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.



4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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

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

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

Research on Human Subjects: Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduateservicesandresearch/irb/irbforms.html>

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

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



Unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

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



Schedule of Course Activities

Date & CACREP	Topics Discussed	Materials to complete	Assignments Due
1/19	MLK Day: No class		
1/26 Module 1 1.N. 1-8	Review Syllabus/Assignments/ Requirements Select Partner	Read ACA <i>Code of Ethics for Assessment</i>	<ul style="list-style-type: none"> • <i>Module 1 quiz</i> • Select a partner to be your "client" through the semester.
2/2 Module 2 3.A.1, 3.G.1,2, 5.F.9	Principles of Assessment, History Assessment Process	Chapters 1 & 2	<ul style="list-style-type: none"> • <i>Module 2 quiz</i>
2/9 Modules 3 & 4 3.G.3	Basic Statistical Concepts, Understanding Assessment Scores Reliability/Validity Activity: Reliability, Validity, Examining manuals.	Chapters 5 & 6 Video: Behind the Statistics - Video - Films On Demand (oclc.org)	Modules 3 & 4 Quiz (due by 7:00pm)
2/16 Module 5 3.G.4 1.B.C.D.E.3	Legal, ethical, and professional considerations Multicultural Considerations	Chapters 3 and 4 Additional reading found in module Videos: Translating cultural considerations into psychological testing practice Cultural intake: Counseling Intake Process: Culturally competent demonstrations	Module 5 Quiz (due by 7:00pm)



2/23 Module 6 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)	Read Chapter 7 Read BB handouts on interviews and recording histories to include family of origin and current family information. Videos: Using intake form in Module 6. Clinical interview with "Riley" Conducting a clinical intake: Clinical interviewing: Intake, Assessment, and Therapeutic Alliance Conducting the mental Status exam: Training on how to conduct the Mental Status Exam	Module 6 Quiz (due by 7:00pm)
3/2 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	OQ 45 and other rating scales related to the assessment report found on OQ 45 system. Baseline Test: Videos are listed	Watch all videos <ul style="list-style-type: none"> • C-SSRS Ideation Demonstration Video: C-SSRS Training video: https://youtu.be/ XTg8nCDoTo?si= zF0f_nrX3S1VuBC • GAD-7 Generalized Anxiety Disorder Assessment (GAD-7) • PHQ-9 video Bing Videos <ul style="list-style-type: none"> • Drug and Alcohol Screen: Post_NIDA_Quick_Screen.pdf • Intelligence screen IQtest.net: Take a free & accurate IQ test and get instant results • Trauma Screen ACE-Q - Adverse Childhood Experiences Questionnaire • DSM 5 TR personality The personality inventory for DSM-5 full version - adult • Career Holland- RIASEC <ul style="list-style-type: none"> • Personal Dev free_multiple_intelligences_test_manual_version_L.xls • Social Dev Myers-Briggs-Personality-Test.pdf 	Module 7 Quiz (due by 7:00pm)
3/9	Spring Break: No Class	You may take your Mid-term early. And/or work with your partner completing the intake.	



3/16 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	Read Chapter 8 & 13 Mental Health and addiction assessments Personality assessment	Module 8 Quiz (due by 7:00pm) Assignment 1 due by 7:00pm
3/23 3.G.9,10, 12,13,14, 16 5.A.3 5.G.9 1.B.C.D.E.3	<i>You do not need to come to class to take this exam. I will be here if you would like to take it in class.</i>	Midterm Exam (What will be on the test- short answer and multiple choice) <ul style="list-style-type: none"> • <u>Chapters 1-7,</u> • <u>OQ 45.2,</u> • <u>Baseline tests/screens,</u> • <u>additional readings, and</u> • <u>videos</u> 	Assignment 2 is due by 7:00pm
3/30 Modules 9 & 10 3.G.7 5.C.4 1.B.C.D.E.3	Intelligence testing and academic testing	Read Chapters 9, 10	Modules 9 & 10 Quizzes (due by 7:00pm) Assignment 3 is due by 7:00pm
4/6 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	Module 11 Quiz (due by 7:00pm)
4/13 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 Wellness	Read: Chapter 11	Module 12 Quiz (due by 7:00pm) Assignment 4 is due by 7:00pm
4/20 Modules 13 & 14 3.G.7 5.C.4 1.B.C.D.E3	Assessment of Interpersonal Relationships MCFC assessments informal	Read Chapters 12 & 14	Modules 13 & 14 Quizzes (due by 7:00pm) Final Report Due by 11:59 pm



4/27 Module 15	Future Trends in Counseling assessment	Read Chapter 16	Module 15 quiz Due by 7:00pm
5/4 Final EXAM	We will not meet in class. The exam is online	Final Exam is online, the link is on BB Chapters 8-16, additional readings and videos	Wishing you a very wonderful break!

What is Due	CACREP Standard	Point Value	Due Date & Time
Mid-Term Exam	3.G.9,10, 12,13,14, 16 5.A.3 5.G.9 1.B.C.D.E.3	20 points	March 23, 2026 9:45 PM
Final Exam	3.G.9,10, 12,13,14, 16 5.A.3 5.G.9 1.B.C.D.E.3	20 Points	May 4, 2026 9:45 pm
Final Report	3.G.7 5.C.4 1.B.C.D.E.3	30 points	April 20, 2026 11:59 pm
Modular Quizzes	3.A.1, 3.G.1,2, 5.F.9	(10 at 1pt each) 10 points	1/26 2/2 2/16 2/23 3/2 3/16 3/30 4/6 4/13 4/20 All are due by 7:00 pm
Assignments	3.D.4,5 3.G.8 5.B.3,7 5.H.11,12, 17,18 1.B.C.D.E.3	4 at 5 pt each 20 points	3/16 3/23 3/30 4/13 All are due by 7:00 pm

