



Course Syllabus: Assessment

College of Gordon T. & Ellen West College of Education

COUN 5253 Section X40

Semester: Summer II 2026 July 6th – August 6th

Contact Information

Professor: Tyson Alexander, M.MFT, LMFT

E-mail: tyson.alexander@acu.edu

Semester Credits: 3

Office: Romote

Office Hours: ***By Appointment***

Phone Number: 325-674-2626

***Important!** This course is very short and the last week ends on a Thursday! Weeks start on Monday and end on Sunday except the last week. This means discussion board posts and assignments are due on Sundays. Please plan accordingly.

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

Course Description

Principles, concepts, and procedures of systematic assessment of client characteristics and needs. Includes test construction and interpretation based on statistical methods. Also includes integrating instrument data and clinical information. Prerequisites: Admission to counseling program or permission of the counseling program coordinator.

Textbook & Instructional Materials

Neukrug, E. S., & Fawcett, R. C. (2020). *The Essentials of Testing and Assessment: A Practical Guide to Counselors, Social Workers, and Psychologists 3rd Edition*. Cengage.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 2: 4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

- Section 2: 4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making KPI Exam
- Section 2: 5.i. development of measurable outcomes for clients
- Section 2: 7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- Section 2: 7.b. methods of effectively preparing for and conducting initial assessment meetings
- Section 2: 7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- Section 2: 7.d. procedures for identifying trauma and abuse and for reporting abuse
- Section 2: 7.e. use of assessments for diagnostic and intervention planning purposes KPI Exam
- Section 2: 7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- Section 2: 7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- Section 2: 7.h. reliability and validity in the use of assessments
- Section 2: 7.i. use of assessments relevant to academic/educational, career, personal, and social development
- Section 2: 7.j. use of environmental assessments and systematic behavioral observations
- Section 2: 7.k. use of symptom checklists, and personality and psychological testing
- Section 2: 7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders

KPI Diagnosis

- Section 2: 7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling
- Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- Section 5C: 2.f. impact of crisis and trauma on individuals with mental health diagnoses
- Section 5C: 2.g. impact of biological and neurological mechanisms on mental health
- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling
- Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling
- Section 5C: 3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessments for treatment planning and caseload management

Learning Objectives

1. Learn the meaning and purpose of assessment, sources of information about assessment instruments, and the history of assessment.
2. Learn how to use assessment ethically, legally, and with diverse populations.
3. Learn about both standardized and non-standardized assessment techniques.
4. Learn the basic statistical concepts necessary during the assessment process.
5. Learn the technical qualities of measure including reliability, validity, and norm groups or samples.
6. Learn how to measure for specific purposes including: intelligence and scholastic ability tests, aptitude tests, achievement tests, career and employment assessments, personality assessments, and clinical assessments.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (5 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm central, *aside from the final week where the final exam and discussion board are due on Friday. Follow directions to get full points each week. Late work will not be accepted.

(See Appendix A) 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7l, 2.7m, 5C.1e, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, 5C.3a.

History of Assessments Paper: (16 pts.) Students will write a paper about the history of assessment. Students will write about the purpose and meaning of assessment. Students will discuss the different types of assessments utilized in the counseling field including intelligence and scholastic ability tests, aptitude tests, achievement tests, career and employment assessments, personality assessments, and clinical assessments. Students will discuss how to use

assessments ethically, legally, and with diverse populations (Ethics and Multiculturalism). Students will discuss both standardized and non-standardized assessment techniques. Students will write about the statistical concepts necessary during the assessment process. Students will discuss the importance of reliability, validity, norm groups, or samples in regards to assessment. Remember, this is an academic paper. Please use sources, in-text citations, and list those sources on your APA reference page. You must make sure that you address everything in the outline, and the example template. This paper must be written in APA format with appropriate grammar. (See

Appendix B) 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7j, 2.7k, 2.7l, 2.7m, 5C.2j, and 5C.2l.

Analyzing Assessments Paper: (15 pts.) Students will select free assessments to write about and address ethics when utilizing assessments.

Students will select a free personality assessment (examples including MBTI, Disc Assessment, The Enneagram, 16 Personalities, Goleman's EQ Test, etc.). After taking this personality assessment themselves, they will write a brief history of the assessment utilizing in-text citations and listing the source(s) on their reference page, discuss the positives and negatives of the assessment (students may choose to discuss how reliable the assessment is using sources, or the presence or lack of presence of statistical components of the assessment), discuss their personal results of the assessment, and how one might utilize the assessment moving forward with clients. Second, students will address specific ethical codes (American Counseling Association's (2014) Code of Ethics, or American Mental Health Counselors Association's (2020) Code of Ethics in how to ethically utilize assessments with clients. Remember, this is an academic paper. Please use an APA 7 cover page, use sources, in-text citations, and list those sources on your APA 7 reference page. Please use the outline within syllabus, and the paper template within D2L (See Appendix C) 2.4e, 2.4i, 2.5i, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7m, 5C.1e, and 5C.2l.

Assessing Clients Through the Intake Interview Project

Total Points: 35 points

Assessing Clients through Intake Interview Paper: (32 pts.) Students will invite another student enrolled in the course to work with as a partner. Students will conduct and record an intake session, exchange career information data including assessment results information, and information on the Career Counseling Intake Form (see form below) and write up a report about the process from the perspective of the therapist. Your meetings can be in person or electronic (Skype, Google, Zoom, Face time, etc.). Both students will take turns being the client and the counselor. Prior to meeting, both students will complete Career Counseling Intake Form and the Holland Interest Profiler assessment found here: <https://onetinterestprofiler.org/>
The recording should be between 30 and 45 minutes in length.

As you write your report on your partner, identify and discuss career-related themes, potential conflicting information, and new ideas and recommendations to help your partner continue his/her career development. Upload video and report in D2L. Upload **only the report** to TK20.

Your report must be a minimum of 3 pages (not including the cover page and citations) and a maximum of 7 pages. This report must be in APA format and include all citations (including the Holland Assessment).

Students should reflect in their paper how the client chooses to present and refer to themselves. Students will address possible areas of concern, strengths, weaknesses, treatment planning ideas, possible diagnoses etc. Students will discuss possible DSM-5 TR diagnoses using correct in-text citations and listing the source on the reference page. Students will also write about how they would approach working with the client and any possible challenges they might face while working with the client. Students can write about what they would say to client, and any questions or concerns they might have about the intake assessment. Finally, students will write a reflection on the client. Papers must be academically written with appropriate grammar. Please use appropriate APA format (See Appendix D). **TK 20 2.5i, 2.7b, 2.7e, 2.7f, 2.7k, 2.7l, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a.**

CAREER COUNSELING INTAKE FORM

I. IDENTIFYING INFORMATION

Name: _____

II. EDUCATION

Expected Date of Graduation: _____ GPA _____

Degrees previously earned _____

What are your educational aspirations? _____

III. EMPLOYMENT HISTORY

Work Experience: (List the most recent job first and work backward)

Position	Employer	Time Employed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special hobbies, leisure interests, volunteer work, civic involvement, etc:

CAREER DEVELOPMENT INFORMATION

What are your present career aspirations/goals? Assume no barriers to achieving them.

Who or what has had the greatest influence on your career choice(s)?

What was your childhood occupational interest or dream?

Do you have any physical limitations? (List conditions and their effect on your career development)

What aspects of your work situations have been most satisfying? (i.e., salary, autonomy, coworkers, tasks, responsibility, variety, etc)

What aspects of your work situations have been most dissatisfying?

CAREER COUNSELING CONCERNS

Please indicate your reason(s) for participating in career counseling:

Statement of Confidentiality

To be most useful to you, your counselor must provide you as much privacy as is possible. To this end, your confidentiality is protected both by law and by the ethical guidelines of your counselor's professional associations. This means that **no one** outside this office is given any information without your written consent. There are only three exceptions which you should note:

1. If, in the judgment of your counselor, you are in danger of seriously harming yourself or others.
2. If current child abuse or elder abuse is suspected.
3. In rare circumstances, if a court order is issued, requiring information release.

Final Exam (27 pts.): *Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix E. There will be a final examination and it will cover each and every chapter in the textbook.

This exam will be 27% of your final grade. This exam will have 14 questions. You will have two attempts to take the exam with your highest attempt being kept (See Appendix E). 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7l, 2.7m, 5C.1e, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a

Assignments	Modality	Points
Online Assignments and Comments	D2L	5
History of Assessments Paper	D2L	15
Analyzing Assessments Paper	D2L	18
Assessing Clients through Intake Interview Project	D2L and Tk20 Link	35
Final Exam	D2L	27

Assignments	Modality	Points
Total Points	N/A	100

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of “W”: Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***every** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Misconduct Policy & Procedures: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary.

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/nonprint materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Monday, July 6, 2026 - Sunday, July 12, 2026	- Review your Syllabus - Class instructions on the discussion board. - Section I Pages 3-79. - Go through syllabus and plan out the next 5 weeks, you may work ahead and turn in assignments early.	- Read Section I Pages 3-79 - Submit Discussion Board Post, and reply
Monday, July 13, 2026 – Sunday, July 19, 2026 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7j, 2.7k, 2.7l, 2.7m, 5C.2j, and 5C.2l. Turn in Paper to D2L!	- Section II Pages 81-149 - History of Assessments Paper Appendix B Turn in by 11:59 pm central on Sunday, July 19, 2026.	- Section II Pages 81-149 - History of Assessments Paper Appendix B Turn in by 11:59 pm central on Sunday, July 19, 2026.

Class Dates	Class Topics	Assignments/Reading
Week of Monday, July 20, 2026 - Sunday, July 26, 2026 2.4e, 2.4i, 2.5i, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7m, 5C.1e, and 5C.2l.	- Section II Pages 151-305 Analyzing Assessments Paper Appendix C Turn in by 11:59 pm central on Sunday, July 26, 2026.	Read Section III Pages 151-305 Do Discussion Board Post, and reply Turn in Analyzing Assessments Paper Appendix C by 11:59 pm central on Sunday, July 26, 2026.
Week of Monday, July 27, 2026 - Sunday, August 2, 2026 TK 20 2.5i, 2.7b, 2.7e, 2.7f, 2.7k, 2.7l, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a., 6b, 6c, 6d, 6f, 6g. Turn in Paper and Video to D2L and <u>only the paper to the Tk20 Link!!!</u>	- Review Sections I, II, and III - Assessing Clients through Intake Interview Paper Appendix D Turn in to the Tk20 link and D2L Turn in by 11:59 pm central on Sunday, August 2, 2026.	Review Readings Submit Discussion Board Post & reply Turn in to Tk20 and D2L Assessing Clients through Intake Interview Paper Appendix D by 11:59 pm central on Sunday, August 2, 2026.
Week of Monday, August 6, 2026 - Thursday, August 6, 2026 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7l, 2.7m, 5C.1e, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a. Complete Exam on D2L!!	- Review Section I, II, and III Readings for Final Exam - Final Exam Appendix E Finish by 11:59 pm central Thursday, August 6, 2026. - You may take the final exam at any time during the semester as long as it's completed before Thursday, August 6, 2026 before 11:59 pm central.	- Review Readings for final exam - Submit Discussion Board Post, and reply - Complete Final Exam Appendix E by 11:59 pm central Thursday, August 6, 2026. You may take the final exam at any time during the semester as long as it's completed before Thursday, August 6, 2026 before 11:59 pm central.

RESOURCES

- American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. TR). Author.
- American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from [article](#).
- Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).
- United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

APPENDICES

Appendix A

Online Assignments and Comments: (5 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm central, *aside from the final week where the final exam and discussion board are due on Friday. Follow directions to get full points each week. Late work will not be accepted.

Rubric of Online Assignments and Comments (Possible 5 Pts.)

Week	Points Earned
Week 1	Out of 1 point
Week 2	Out of 1 point
Week 3	Out of 1 point
Week 4	Out of 1 point
Week 5	Out of 1 point
Total Points Earned	Out of 5 points

Appendix B

History of Assessments Paper: (15 pts.) Students will write a paper about the history of assessment. Students will write about the purpose and meaning of assessment. Students will discuss the different types of assessments utilized in the counseling field including intelligence and scholastic ability tests, aptitude tests, achievement tests, career and employment assessments, personality assessments, and clinical assessments. Students will discuss how to use assessments ethically, legally, and with diverse populations (Ethics and Multiculturalism). Students will discuss both standardized and non-standardized assessment techniques. Students will write about the statistical concepts necessary during the assessment process. Students will discuss the

importance of reliability, validity, norm groups, or samples in regards to assessment. Remember, this is an academic paper. Please use sources, in-text citations, and list those sources on your APA reference page. You must make sure that you address everything in the outline, and the example template. This paper must be written in APA format with appropriate grammar. 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7j, 2.7k, 2.7l, 2.7m, 5C.2j, and 5C.2l.

Criteria	Exceptional 3	Proficient 2	Developing 1	Inadequate .5	Points
Introduction to the Assignment	Introduction to the assignment academically written in at least five sentences. Little to no APA, academic writing or grammar errors.	Introduction to the assignment was not written in an academic paragraph. Moderate APA, academic writing, or grammar errors.	Introduction to the assignment was not written in an academic paragraph.	No introduction written.	/3
History Purpose and Meaning	History, Purpose, and Meaning section addressed in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors	History, Purpose, and Meaning section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	History, Purpose, and Meaning section addressed but not within at least two academic paragraphs.	History, Purpose, and Meaning section addressed vaguely, and not graduate level writing.	/3
Types of Assessments Standardized Versus Non-Standardized Education Assessments Career Assessments Personality Assessments Clinical Assessments	Types of Assessments section addressed in full, written in at least five academic paragraphs. Little to no APA, academic writing or grammar errors.	Types of Assessments section addressed but not within at least five academic paragraphs. Moderate APA, academic writing, or grammar errors.	Types of Assessments section addressed but not within at least five academic paragraphs.	Types of Assessments section addressed vaguely, and not graduate level writing	/3

Ethical Considerations	Well-integrated discussion of ethical issues considerations relevant to assessment.	Ethics addressed with moderate depth.	Superficial mention of ethics.	Ethical considerations not addressed.	/3
APA 7 Format & Scholarly Writing	Clear, organized, professional writing with strong adherence to APA 7 standards; accurate citations and references.	Minor APA or writing issues that do not impede understanding.	Multiple APA or writing issues that distract from clarity.	Major APA errors or writing issues that impede comprehension.	/3

Appendix C

Analyzing Assessments Paper: (15 pts.) Students will select free assessments to write about and address ethics when utilizing assessments.

Students will select a free personality assessment (examples including MBTI, Disc Assessment, The Enneagram, 16 Personalities, Goleman's EQ Test, etc.). After taking this personality assessment themselves, they will write a brief history of the assessment utilizing in-text citations and listing the source(s) on their reference page, discuss the positives and negatives of the assessment (students may choose to discuss how reliable the assessment is using sources, or the presence or lack of presence of statistical components of the assessment), discuss their personal results of the assessment, and how one might utilize the assessment moving forward with clients. Second, students will address specific ethical codes (American Counseling Association's (2014) Code of Ethics, or American Mental Health Counselors Association's (2020) Code of Ethics in how to ethically utilize assessments with clients. Remember, this is an academic paper. Please use an APA 7 cover page, use sources, in-text citations, and list those sources on your APA 7 reference page. Please use the outline within syllabus, and the paper template within D2L (See Appendix C) 2.4e, 2.4i, 2.5i, 2.7b, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7m, 5C.1e, and 5C.2l.

Criterion	Improvement Needed 1	Developing 2	Proficient 4	Accomplished 6	Pts
Introduction	No introduction written.	Introduction to the assignment was not written in an academic paragraph	Introduction to the assignment was not written in an academic paragraph. Moderate APA, academic writing, or grammar errors	Introduction to the assignment academically written in at least five sentences. Little to no APA, academic writing or grammar errors	
Personality Assessment	Personality Assessment section addressed vaguely, and not graduate level writing	Personality assessment section addressed but not within at least two academic paragraphs.	Personality assessment section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	Personality assessment section addressed in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors.	
Ethics	Ethics section addressed vaguely, and not graduate level writing.	Ethics section addressed but not within at least two academic paragraphs	Ethics section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	Ethics section addressed in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors.	
Total Points Awarded Out of 18					

Appendix D

Assessing Clients through Intake Interview Project: (35 pts.) Students will invite another student enrolled in the course to work with as a partner. Students will conduct and record an intake session,

exchange career information data including assessment results information, and information on the Career Counseling Intake Form (see form below) and write up a report about the process from the perspective of the therapist. Your meetings can be in person or electronic (Skype, Google, Zoom, Face time, etc.). Both students will take turns being the client and the counselor. Prior to meeting, both students will complete Career Counseling Intake Form and the Holland Interest Profiler assessment found here: <https://onetinterestprofiler.org/> The intake interview/ recording is worth 5 points and the paper is worth 30 points.

The recording should be between 30 and 45 minutes in length.

As you write your report on your partner, identify and discuss career-related themes, potential conflicting information, and new ideas and recommendations to help your partner continue his/her career development. Upload video and report in D2L. Upload only the report to TK20.

Your report must be a minimum of 3 pages (not including the cover page and citations) and a maximum of 7 pages. This report must be in APA format and include all citations (including the Holland Assessment).

Students should reflect in their paper how the client chooses to present and refer to themselves. Students will address possible areas of concern, strengths, weaknesses, treatment planning ideas, possible diagnoses etc. Students will discuss possible DSM-5 TR diagnoses using correct in-text citations and listing the source on the reference page. Students will also write about how they would approach working with the client and any possible challenges they might face while working with the client. Students can write about what they would say to client, and any questions or concerns they might have about the intake assessment. Finally, students will write a reflection on the client. Papers must be academically written with appropriate grammar. Please use appropriate APA format (See Appendix D). **TK 20 2.5i, 2.7b, 2.7e, 2.7f, 2.7k, 2.7l, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a.**

CAREER COUNSELING INTAKE FORM

Please see Informed Consent for details related to counseling services.

I. IDENTIFYING INFORMATION

Name: _____
(Last) (First) (Middle)

II. EDUCATION

Expected Date of Graduation: _____ GPA _____
Degrees previously earned _____
What are your educational aspirations? _____

III. EMPLOYMENT HISTORY

Work Experience: (List the most recent job first and work backward)

Position	Employer	Time Employed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special hobbies, leisure interests, volunteer work, civic involvement, etc:

IV. CAREER DEVELOPMENT INFORMATION

What are your present career aspirations/goals? Assume no barriers to achieving them.

Who or what has had the greatest influence on your career choice(s)?

What was your childhood occupational interest or dream?

Do you have any physical limitations? (List conditions and their effect on your career development)

What aspects of your work situations have been most satisfying? (i.e., salary, autonomy, coworkers, tasks, responsibility, variety, etc)

What aspects of your work situations have been most dissatisfying?

V. CAREER COUNSELING CONCERNS

Please indicate your reason(s) for participating in career counseling:

Statement of Confidentiality

To be most useful to you, your counselor must provide you as much privacy as is possible. To this end, your confidentiality is protected both by law and by the ethical guidelines of your counselor's professional associations. This means that **no one** outside this office is given any information without your written consent. There are only three exceptions which you should note:

1. If, in the judgment of your counselor, you are in danger of seriously harming yourself or others.
2. If current child abuse or elder abuse is suspected.
3. In rare circumstances, if a court order is issued, requiring information release.

Grading Rubric for Assessing Clients through Intake Interview Paper (30 Pts.)

Criterion	Improvement Needed 1	Developing 2	Proficient 4	Accomplished 6	Pts
Introduction to the Assignment CACREP 7.b	The student's paper does not include an introduction to the assignment.	Introduction to the assignment was not written in an academic paragraph	Introduction to the assignment was not written in an academic paragraph. Moderate APA, academic writing, or grammar errors	Introduction to the assignment academically written in at least five sentences. Little to no APA, academic writing or grammar errors	
Assessment of Client CACREP 7.k	The student's paper does not include basic information about the client assessed.	The student's paper includes basic information about the client, but does not include additional information that provides understanding about the client assessed.	The student's paper includes a discussion of basic information about the client in addition to relevant information that creates an understanding of the client assessed.	The student's paper includes detailed information about the client that provides a deep understanding of the client assessed.	
Strengths and Weaknesses CACREP 7.f	The student's paper does not include strengths or weaknesses of the client assessed.	The student's paper includes either strengths or weaknesses of the client assessed but not both.	The student's paper includes both the strengths and weaknesses of the client assessed.	The student's paper provides detailed strengths and weaknesses of the client assessed that provides a thorough understanding of the client.	
Diagnosis CACREP 7.1 (KPI) CACREP CMHC.2.d	The student's paper does not provide possible diagnoses.	The student's paper provides three possible diagnoses but does not include the DSM-V diagnostic codes and symptoms.	The student's paper provides three possible diagnoses including the DSM-V diagnostic codes and symptoms.	The student's paper provides three possible diagnoses including exceptionally detailed DSM-V diagnostic codes and symptom information.	

Summary	The student's paper does not include a summary.	The student's paper includes a summary but does not discuss what was learned.	The student's paper includes a summary and discussion about what the student learned through completing the assignment.	The student's paper includes an exceptionally detailed summary and discussion about what the student learned through completing the assignment.	
Total Points Awarded Out of 30					

Appendix E

Final Exam (27 pts.): *Before you begin, please take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix E.

There will be a final examination and it will cover each and every chapter in the textbook. This exam will be 27% of your final grade. This exam will have 14 questions. You will have two attempts to take the exam with your highest attempt being kept (See Appendix E). 2.4e, 2.4i, 2.5i, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g, 2.7h, 2.7i, 2.7k, 2.7l, 2.7m, 5C.1e, 5C.2d, 5C.2f, 5C.2g, 5C.2j, 5C.2l, and 5C.3a.

Breathing Exercises:

- - **Breath Focus**
 - Bringing intentional attention to each breath.
 - **Deep Breathing**
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
 - **Diaphragmatic Breathing**
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
 - **Pursed Lip Breathing**
 - Inhale slowly, pucker/purse lips, exhale slowly
 - **Resonant or Coherent Breathing**
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- - **Progressive Muscle Relaxation**
 - **Counting backwards from 100 by 7**
 - **Play categories**
 - **Cool water on the skin**
 - **Reframing**

*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.