



**Midwestern State University**  
Gordon T. & Ellen West College of Education

**Course Title:** Assessment  
**Course Number:** COUN 5253  
**Semester Credits:** 3

**Professor:** Sarah Long, PhD, LPC  
**Office:** Online  
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**Office Hours:** Online

**Semester:** Summer II 2022 5 Weeks  
**Class Room:** Online  
**Class Format:** Online

**In this Syllabi you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

**Instructor Response Policy:**

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. Please do not hesitate to contact me.

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

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of

people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## I. 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.

## II. COURSE RATIONALE

Counselors choose, administer standardized instruments to measure the various aspects of clients' personalities. An understanding of measurement theory and clinical application of test results is needed to diagnose clients and to choose appropriate treatment interventions. Communicating assessment results to clients so they can understand and benefit from the information is also vital.

## III. REQUIRED TEXTBOOK

Neukrug, E. S., & Fawcett, R. C. (2015). *The Essentials of Testing and Assessment: A Practical Guide to Counselors, Social Workers, and Psychologists 3<sup>rd</sup> Edition*. Cengage.

## IV. 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.

## V. COURSE EXPECTATIONS

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 Code of Ethics (2014). 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 Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**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 Dishonesty:** 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 diversity and 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/non-print 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.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** You will be required to post at least three academic paragraphs in each week’s discussion board. You are also required to reply to at least one other student’s discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentence in it.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

**V. SEMESTER COURSE OUTLINE**

<b>Class Dates</b>	<b>Class Topics</b>	<b>Assignments/Reading</b>
<p><b>1. Week of Tuesday, July 5<sup>th</sup> 2022 – Sunday, July 10<sup>th</sup> 2022</b></p>	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Review your Syllabus</li> <li>• Class instructions on the discussion board.</li> <li>• Section I Pages 3-79.</li> </ul> <p><b>Go through syllabus and plan out the next 5 weeks, you may work ahead and turn in assignments early.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section I Pages 3-79</li> <li>• <b>Do Discussion Board Post, and reply</b></li> </ul>
<p><b>2. Week of Monday, July 11<sup>th</sup> 2022 – Sunday, July 17<sup>th</sup> 2022</b></p> <p><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.</b></p>	<ul style="list-style-type: none"> <li>• Section II Pages 81-149</li> <li>• Optional Zoom Thursday, July 14<sup>th</sup> at 6:00 pm central</li> <li>• <b>History of Assessments Paper Appendix B Turn in by 11:59 pm central on Sunday, July 17<sup>th</sup> 2022</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section II Pages 81-149</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in History of Assessments Paper Appendix B by 11:59 pm central on Sunday, July 17<sup>th</sup> 2022</b></li> </ul>

<p><b>3. Week of Monday, July 18<sup>th</sup> 2022 – Sunday, July 24<sup>th</sup> 2022</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Section II Pages 151-305</li> <li>• Optional Zoom Thursday, July 21<sup>th</sup> at 6:00 pm central</li> <li>• <b>Analyzing Assessments Paper Appendix C Turn in by 11:59 pm central on Sunday, July 14<sup>th</sup> 2022</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> Section III Pages 151-305</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in Analyzing Assessments Paper Appendix C by 11:59 pm central on Sunday, July 14<sup>th</sup> 2022</b></li> </ul>
<p><b>4. Week of Monday, July 25<sup>th</sup> 2022 – Sunday, July 31<sup>st</sup> 2022</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Review Sections I, II, and III</li> <li>• Optional Zoom Thursday, July 28<sup>th</sup> at 6:00 pm central</li> <li>• <b>Assessing Clients through Intake Interview Paper Appendix D Turn in to Tk20 and D2L Turn in by 11:59 pm central on Sunday, July 31<sup>st</sup> 2022</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review</b> Readings</li> <li>• <b>Do Discussion Board Post, and reply</b></li> <li>• <b>Turn in to Tk20 and D2L Assessing Clients through Intake Interview Paper Appendix D by 11:59 pm central on Sunday, July 31<sup>st</sup> 2022</b></li> </ul>
<p><b>5. Week of Monday, August 1<sup>st</sup> 2022 – Friday, August 5<sup>th</sup> 2022</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Review Section I, II, and III Readings for Final Exam</li> <li>• Optional Zoom Thursday, August 4<sup>th</sup> at 6:00 pm central</li> <li>• <b>Final Exam Appendix E Finish by 11:59 pm central August 5<sup>th</sup> 2022</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review</b> Readings for final exam</li> <li>• <b>Complete Final Exam Appendix E by 11:59 pm central August 5<sup>th</sup> 2022</b></li> </ul>

## VII. EVALUATION AND ASSIGNMENTS

**\*\* 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 at the end of the week, aside from the final week.** 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, and 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 nonstandardized 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: (20 pts.)** Students will select two free assessments in two different categories to write about, and address ethics when utilizing assessments. **First**, students will select a free online assessment for a career assessment this could be an interest inventory (O\*Net Interest Profiler, Interest Assessment – Career One Stop, Career Test – 123test, Career Tests – Truity, etc.). After taking this career 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 select a free online values checklist (Personal Values Assessment – Personalvalu.es, Personal Values Assessment – Barrett Values Centre, Work Values Test – 123test, etc.). After taking this values checklist 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. **Third**, 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. **Fourth**, 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 ethical 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 Intake Interview Paper: (32 pts.)** Students will be given resources to analyze a fictional client through an intake interview. Students will read through their intake interview psychosocial and write a paper dissecting and assessing the fictional client. Students will address possible areas of concern, strengths, weaknesses, treatment planning ideas, possible diagnoses etc. Students will discuss possible ICD 10/DSM-V 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 formatting, and use the template within D2L (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.**

**Final Exam (27 pts.):** 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.**

1. Online Assignments and Comments	5
2. History of Assessments Paper	16
3. Analyzing Assessments Paper	20
4. Assessing Clients through Intake Interview Paper <b>TK 20</b>	32
5. Final Exam	27
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Total Points	100



**Grade Classifications:**

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

**VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** 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. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Counseling Program Objectives:**

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

**Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**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.

**Important Dates:**

Last day for term schedule 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](#)

**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 that 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](#).

**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) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. 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.

**Grade Appeal Process:** Update as needed. 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.

## X. RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Author.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. [https://www.appi.org/desk-reference-dsm-5-](https://www.appi.org/desk-reference-dsm-5-tr?utm_source=gam&utm_medium=ad&utm_campaign=sidead)

[tr?utm\\_source=gam&utm\\_medium=ad&utm\\_campaign=sidead](https://www.appi.org/desk-reference-dsm-5-tr?utm_source=gam&utm_medium=ad&utm_campaign=sidead)

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016*

*CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/>

**XI. APPENDENCIES**

**Appendix A**

**Online Assignments and Comments (5 pts.)**

**CACREP Standards Addressed:**

**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.**

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

<i><u>Points Earned</u></i>	<i><u>Week</u></i>	<i><u>Comments</u></i>
_____	Week 1 (1 pt)	
_____	Week 2 (1 pt)	
_____	Week 3 (1 pt)	
_____	Week 4 (1 pt)	
_____	Week 5 (1 pt)	

**Total Points Earned**      \_\_\_\_\_ / 5 points

## **Appendix B**

**History of Assessments Paper: (16 pts.)**

**CACREP Standards Addressed:**

**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.**

**Example Outline, Use Template within D2L**

- **APA 7 Cover Page**
- **Introduce the Assignment**
- **History**
  - **Purpose and Meaning**
- **Types of Assessments**
  - **Standardized Versus Non-Standardized**
  - **Education Assessments**
  - **Career Assessments**
  - **Personality Assessments**
  - **Clinical Assessments**
- **Ethics and Diversity**
  - **Ethics**
  - **Multiculturalism**
- **Summary**
- **APA 7 Reference Page**

**See the grading rubric on the next page.**

**History of Assessments Paper Rubric (Possible 16 Pts.)**

<b>Criterion</b>	<b>1 Improvement Needed</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Accomplished</b>	<b>Pts</b>
Introduction to the Assignment	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.	
History Purpose and Meaning	History, Purpose, and Meaning section addressed vaguely, and not graduate level writing.	History, Purpose, and Meaning section addressed but not within at least two academic paragraphs.	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 in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors.	
Types of Assessments Standardized Versus Non-Standardized Education Assessments Career Assessments Personality Assessments Clinical Assessments	Types of Assessments section addressed vaguely, and not graduate level writing.	Types of Assessments section addressed but not within at least five academic paragraphs.	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 in full, written in at least five academic paragraphs. Little to no APA, academic writing or grammar errors.	
Ethics, Diversity, and Multiculturalism	Ethics, Diversity, and Multiculturalism section addressed vaguely, and not graduate level writing	Ethics, Diversity, and Multiculturalism section addressed but not within at least two academic paragraphs.	Ethics, Diversity, and Multiculturalism section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	Ethics, Diversity, and Multiculturalism section addressed in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors.	
<b>Total Points Awarded</b>		<b>Out of 16</b>			

## **Appendix C**

**Analyzing Assessments Paper: (20 pts.)**

**CACREP Standards Addressed:**

**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.**

**Example Outline, Use Template within D2L**

- **APA 7 Cover Page**
- **Introduction to the Assignment**
- **Career Assessment**
- **Values Checklist**
- **Personality Assessment**
- **Ethics**
- **Summary**

**See the grading rubric on the next page.**



**Analyzing Assessments Paper Rubric (Possible 20 Pts.)**

<b>Criterion</b>	<b>Improved Needed 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Pts</b>
Introduction to the Assignment	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.	
Career Assessment	Career Assessment section addressed vaguely, and not graduate level writing.	Career Assessment section addressed but not within at least two academic paragraphs.	Career Assessment section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	Career Assessment section addressed in full, written in at least two academic paragraphs. Little to no APA, academic writing or grammar errors.	
Values Checklist	Values Checklist section addressed vaguely, and not graduate level writing.	Values Checklist section addressed but not within at least two academic paragraphs.	Values Checklist section addressed but not within at least two academic paragraphs. Moderate APA, academic writing, or grammar errors.	Values Checklist section addressed in full, written in at least two academic paragraphs. 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.	
<b>Total Points Awarded</b>		<b>Out of 20</b>			

## Appendix D

### Assessing Clients through Intake Interview: (32 pts.)

Students, please use documents located within D2L for template, and to guide the assignment.

**Turn into D2L and Tk20**

**CACREP Standards Addressed:**

**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.**

- APA 7 Cover Page
- Introduction to the Assignment
- Client Assessed
- Strengths and Weaknesses
- Treatment Planning
- Case Conceptualization
- Summary

**See the grading rubric on the next page.**

**Grading Rubric for Assessing Clients through Intake Interview Paper (32 Pts.)**

<b>Criterion</b>	<b>Improvement Needed 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>	<b>Pts</b>
<b>Introduction to the Assignment</b> CACREP 7.b	The student's paper does not include an introduction to the assignment.	The student's paper includes a partial introduction or does not include all required information.	The student's paper includes a complete introduction that details the information that is to be covered in the paper.	The student's paper includes a complete introduction that details the information to be covered in the paper, in addition to other information that provides the reader with deeper insight to the paper's topics.	
<b>Assessment of Client</b> 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.	
<b>Strengths and Weaknesses</b> 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.	
<b>Diagnosis</b> 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.	
<b>Treatment Planning</b> CACREP 5.i	The student's paper does not provide treatment plan goals.	The student's paper provides treatment plan goals; however, they are not directly related to the three possible diagnoses.	The student's paper provides treatment goals that are directly related to the three possible diagnoses for the client assessed.	The student's paper provides exceptionally detailed treatment goals that are directly related to the three possible diagnoses for the client assessed.	
<b>Case Conceptualization</b> CACREP 8.i (KPI)	The student's paper does not include a case conceptualization.	The student's paper includes a basic case conceptualization but does not include a counseling theory or counseling techniques.	The student's paper includes a case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	The student's paper includes an exceptionally detailed case conceptualization as well as a counseling theory and counseling techniques for the client assessed.	
<b>Summary</b>	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.	
<b>APA Formatting, Academic Writing, and Grammar</b>	The student's paper does not demonstrate graduate level writing and has major errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with moderate errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with minor errors in APA, academic writing, spelling and/or grammar.	The student's paper demonstrates graduate level writing with little to no errors in APA, academic writing, spelling and/or grammar.	
<b>Total Points Awarded</b>		<b>Out of 32</b>			

## **Appendix E**

### **Final Exam (27 pts.)**

Students will take a 14 question final exam worth 27 points (27%) of their grade. These Questions will cover all chapters within the textbook. You will have two attempts and your highest grade will be kept.

### **CACREP Standards for the assignment.**

**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.**

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