



Department of Counseling and Student Affairs  
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## **COURSE**

CNS 552 Testing and Assessment in Counseling. Methods, techniques, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring, and interpreting both objective and subjective instruments used in counseling; survey of research design and statistics. Computer utilization in counseling and use of data in decision-making.

## **PURPOSE OF THE COURSE**

This course is designed to provide insight regarding research into current group and individual educational and psychometric theories and approaches to appraisal, an overview of various information and data gathering methods, an in-depth explanation of validity and reliability and fundamental psychometric statistics, a discussion of the relevant factors influencing appraisal, and how appraisal results are used in helping processes.

## **COURSE OBJECTIVES**

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk\*.

### CACREP

#### **PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE**

##### **7. ASSESSMENT AND TESTING**

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations\*
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

##### **8. RESEARCH AND PROGRAM EVALUATION**

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice\*

## CLINICAL MENTAL HEALTH COUNSELING

### 1. FOUNDATIONS

- e. psychological tests and assessments specific to clinical mental health counseling

## KY EPSB

### 1.2. PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.2.a. The objectives reflect current knowledge and skills as provided in Standard 2.
- 1.2.b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel cooperating in the school.
- 1.2.c. The objectives address student learning.
- 1.2.d. The objectives address student learning.
- 1.2.e. School Counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

### 1.3. PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.3.b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

### 2.8. ASSESSMENT AND TESTING

- 2.8.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
- 2.8.b. Methods of effectively preparing for and conducting initial assessment meetings.
- 2.8.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
- 2.8.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations\*.
- 2.8.h. Reliability and validity in the use of assessments.
- 2.8.i. Use of assessments relevant to academic/educational, career, personal, and social development.
- 2.8.j. Use of environmental assessments and systematic behavioral observations.
- 2.8.k. Use of symptom checklists, and personality and psychological testing.
- 2.8.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.
- 2.8.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

### 2.9 RESEARCH AND PROGRAM EVALUATION

- 2.9.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice\*.

## **REQUIRED AND RECOMMENDED COURSE READINGS**

### ***Required Texts***

Webb, J. T. & Amedn, E. R. (2016). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, asperger's, depression, and other disorders*. (2<sup>nd</sup> ed.). Scottsdale,

AZ: Great Potential Press.

Cohen, R., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement*. (9<sup>th</sup> ed.). New York: McGraw-Hill.

*\*The most updated editions of the above texts are used in this course.*

## **CLASS PREPARATION AND METHODS OF INSTRUCTION**

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. The course may be a mixture of group discussion/exercises, blackboard discussions, pop quizzes and/or exams. Traditional lectures will not be used; students will be expected to engage in discussions and informal presentations to demonstrate their understanding of the required reading.

## **COURSE REQUIREMENTS**

### **Attendance, Preparation, and Participation**

#### *Web-Enhanced, Blackboard Discussion and Posts*

Blackboard assignments are due prior to the next BBD discussion or class session and must be completed within the given discussion period. For example, all discussion forums open on Monday and close the following Sunday. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstance.

**Main Post (5 points).** Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion opens.)

**Response Post (3 points).** For any given Blackboard discussion, students must submit at least one response to another student's main post. In order to earn credit for the response post, the entire discussion must be read. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the

- entire discussion was read
- C. Incorporation of references from the topic's associated readings
  - D. Writing quality and formatting: Written in APA formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
  - E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
<b>Critical Thinking/Application</b>	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated readings.	Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.	Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.
<b>Formatting, Grammar and Word Count</b>			No mistakes. Word count met.
<b>Timeliness</b>			Post made on time as noted in the

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
			syllabus and/or instructed by the professor ; with enough time for students to read and respond.
		Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, grammar and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content.	
<b>Response Post</b>	Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness..		Post hardly meets all of the criteria.

**Clinical Assessment Presentation (CACREP Standard CORE 8.a.; KY EPSB Standard CORE 2.9.a.)**

With another student in the class, identify a population (i.e., children, adolescents, adults, parents, couples) and an area of clinical assessment that is of interest to you (i.e., behavior, pathology, personality, relationship satisfaction, etc.). Using the Mental Measurement Yearbook and/or The Buros Center for Testing website (<http://www.unl.edu/buros/>), identify appropriate assessment

instruments in that area. Choose one standardized assessment instrument of interest to research, evaluate and present. To complete the evaluation and research, use scholarly resources (including at least two peer-reviewed articles dated within the last 5 years), test manuals, Mental Measurement Yearbook, Tests in Print, AARC website (<http://aarc-counseling.org/test-reviews>) and other publications.

Develop a power point presentation that (a) includes appropriate and ample references on each content slide; (b) is neat; includes proper spelling, grammar and APA formatting; and (c) is organized according to the following content (1-8 has headings).

1. Title Slide, Student Presenter Names
2. Population Target
  - a. Population Description
  - b. Biopsychosocial Needs
  - c. Use of Formal Assessments
3. Research of Appropriate Assessments
  - a. Briefly summarize 4-5 appropriate clinical assessments you found in your research that would be appropriate for the population chosen. What were the strengths and weaknesses of each?
  - b. Describe how your research of the assessment appropriate to the chosen population is important in advancing the counseling profession; and why critiquing the available assessments could assist in using this assessment (and related) to inform counseling practice.
4. Title of Assessment Chosen
  - a. Basic Information including author and publisher; cost and accessibility; requirements of Test Administrator
  - b. Relevance of Assessment to the Population
  - c. History of the Assessment
    - i. With Population Target
  - d. Strengths and Cautionary Measures of Assessment.
5. List of References.

Using zoom, record the presentation and voice overlay. The presentation narrative should go beyond the contents included on each slide, demonstrating (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the population selected; (c) knowledge of the content has been mastered. The zoom recording should be no more than 10-15 minutes. Upload zoom recording in BBD under Assignments and in the BBD Discussion Forum so that others in the class can view. In the discussion forum, use the following Subject Line: Population Assessment [Last Names of Students].

**Client Assessment and Interpretation** (*CACREP Standard CORE 7.g.; KY EPSB Standard CORE 2.8.g.*)

*Selection and Administration of Instrument.* Consult with professional research and literature to identify an assessment to administer to your volunteer. Secure an adult (18 or older) volunteer to complete the requirements for this assignment. The volunteer can be a significant other, friend, relative, or another member of the class. The test administration and follow-up should be presented

as a learning (academic) experience intended primarily for the benefit of the test administrator. Under no circumstances should this course requirement be used for professional purposes. Next, identify and secure an appropriate instrument that is also specific to your program area (CMHC, MCFC). Study the test and then administer it to the volunteer.

*Assessment Interpretation.* In no more than 6 pages (including cover and reference pages), provide a narrative that addresses the following outline including what is listed as first and second level headers; written with proper spelling, grammar and APA formatting. Each of the subsections should include relevant and appropriate professional references to support responses. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.

#### Part I: Review of the Assessment

1. Objectives and Rationale. Explain "what" you are attempting to assess and why this instrument is appropriate and relevant.
2. Background. Explain who developed this test. When? Where? Why?
3. Statistical Concepts. Discuss the statistical concepts related to this test including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, and validity and reliability data available for the test. What are the cultural and ethical implications?
4. Administration. Explain "how" the test is administered. Population? Format? Time? Cost?
5. Scoring and Interpretation. Explain precisely what the obtained scores mean
6. Limitations. What are the "problems" with using this test. Explain in detail while including references to support your contentions.

#### Part II: Interpretation

1. Selection and Administration. Explain how this subject was selected. Explain how the test was administered. Where? When?
2. Scoring and Interpretation. Explain how the test was scored and list the results. Explain what the test scores mean; i.e., discuss their implications.
3. Feedback and Observations. Provide feedback regarding your interpretation of the test results to the subject and discuss their reaction. Did your interpretation coincide with their subjective experience? Why/why not? What is your personal assessment of the usefulness of this test? Explain.

**Quizzes and Exams** Quizzes and exams are due on the dates noted in the syllabus. (Since they are available for at least a week, extensions are not provided.) Quizzes and exams are timed (2 minutes per question) and may be taken twice with the highest grade being recorded. Questions are randomized for each attempt. For more information, see BBD for description of each quiz and/or exam.

#### **STUDENT EVALUATION CRITERIA AND PROCEDURES**

Rubrics for the assignments are noted at the end of the syllabus. Students should compare and contrast their completed assignments with the rubrics before submission. Percentages of total points counting towards the Final Grade are distributed as follows:

- A 90% - 100% of total points
- B 80% - 89% of total points
- C 70% - 79% of total points
- D 60% - 69% of total points
- F 59% and below

### **WKU STATEMENT ON COVID-19**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill).

### **ADA ACCOMMODATION STATEMENT**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **TITLE IX MISCONDUCT/ASSAULT STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **REGULAR AND SUBSTANTIVE INTERACTION (ONLINE COURSES ONLY)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage. In this course, regular and substantive interaction will take place in the following ways: Description of RSI activity, and Description of RSI activity. See <https://www.wku.edu/syllabusinfo/> for additional information.



## **ACADEMIC INTEGRITY**

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

## **DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS STUDENT HANDBOOK**

Students enrolled in courses or programs within the Department of Counseling and Student Affairs (CSA) are responsible for understanding and adhering the policies and procedures noted in the [CSA Student Handbook](#) and the WKU Graduate Catalog. For example, as graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. Further, all students should adhere to the Department's Digital Delivery of Programs and Courses policies and expectations.

## **USE OF CURRENT RESEARCH**

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

## **LATE OR MISSING ASSIGNMENTS**

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date

noted; late submissions are not accepted under any circumstance. Quizzes are not reopened once they are closed. If you are locked out due to technical issues, please email the professor as soon as it occurs.

### FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

DATE	TOPICS & ASSOCIATED READING ( <i>in bold</i> )	ASSIGNMENTS DUE
January 17	Introduction of the Course  Historical, Cultural, and Legal/Ethical Issues <b>CS C2; ACA Code of Ethics</b> (CACREP 7.a., m., 8.a.; EPSB 2.8.a., m., 2.9.a.)	BBD Quiz, CS C2 (*Quizzes are due the following Sunday night at 11:59 pm CST.)  BBD Discussion, Legal and Ethical Issues in Testing and Assessment
January 24	Psychological Testing and Statistics <b>CS C1, 3</b> (CACREP 7.g.; EPSB 2.8.g.)	BBD Quizzes, CS C1 & C3  BBD Discussion, Complete <i>Body Language Assessment Quiz</i> . Follow Main Post prompt in Discussion Board. Upload completed assessment (if unable, verification of completion) into BBD by 01.24.2023.
January 31	Reliability and Validity <b>CS C5, 6</b> (CACREP 7.h.; EPSB 2.8.h.)	BBD Quiz, CS C5-6  BBD Discussion, Online Assessments  BBD Discussion, Complete the <i>Age, Sexuality, or Race Test</i> through <a href="#">Project Implicit</a> . Follow Main Post prompt in Discussion Board. Upload completed assessment (if unable, verification of completion) into BBD by 01.31.2023.
February 7	Psychological Assessment <b>CS C4</b> Test Development <b>CS C8</b> (CACREP 7.b., 7.f.; EPSB 2.8.f.)  <b>PAR Assessment and Inventory Products</b> in BBD Folder, Assessments	BBD Quizzes, CS C4 & C8  BBD Discussion, Complete the <i>Political Orientation Scale</i> and <i>Strength of Religious Faith Questionnaire</i> . Follow Main Post prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 02.07.2021.
February 14	Personality Assessments <b>CS C11-12; All Documents</b> in BBD Folder, Assessments, Personality Assessments (CACREP 7.k.; EPSB 2.8.k.)	BBD Quiz CS C11-12  BBD Discussion, Complete <i>Science of People Personality Assessment</i> . Follow Main Post prompt in Discussion Board. Upload completed assessment (if unable, verification of completion) into BBD by 02.14.2023.

February 21	Testing and Assessment in Academic Settings <b>CS C10; All Documents</b> in BBD Folder, Assessments, Aptitude Tests (CACREP 7.j.; EPSB 2.8.b., i., j.)	BBD Quiz, CS C10  BBD Discussion, Aptitude Tests
February 28	Intelligence Tests <b>CS C9; Webb et al. C1-2</b>	BBD Quiz, CS C9  BBD Discussion, Complete the <i>YSQ-S3</i> . Follow Main Post prompt in Discussion Board. Upload completed assessment (if unable, verification of completion) into BBD by 02.28.2023.
March 7	Testing and Assessment related in Clinical Settings (including ADHD and Anger) <b>CS C13; Webb et al. C3-4; All documents and Mental Health Status video</b> in BBD Content Folder, Assessments, Mental Health and Holistic Wellness (CACREP 7.1., CMHC 1.e.; EPSB 2.8.1.)	BBD Quiz, CS C13 BBD Quiz, WC1-4  BBD Discussion, Complete Sauerheber's (2021) <i>BioChemicalSocialPsych</i> Assessment. Follow Main Post prompt in Discussion Board. Upload completed assessment (if unable, verification of completion) into BBD by 03.07.2023.
March 14	Spring Break	
March 21	Testing and Assessment related to Mood and Anxiety Disorders <b>Webb et al. C5-6</b>	BBD Discussion, Anxiety and Mood Disorders  BBD Discussion, Complete the <i>GAD-7</i> , <i>Beck's Depression Inventory</i> and the <i>Holmes-Rahe Life Stress Inventory</i> . Follow Main Post prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 03.21.2023.
March 28	Testing and Assessment related to Addictions <b>Webb et al. C10</b>	BBD Quiz, W C10  BBD Discussion, Complete the <i>Alcohol Screening</i> (on-line assessment) and Seligman's Authentic Happiness <i>Well-Being Survey</i> . Follow Main Post prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 03.28.2023.
April 4	Testing and Assessment related to Physiological and Neurological Conditions <b>CS C14, Webb et al. C8-9; All Documents</b> in BBD Folder, Stages of Change	BBD Quiz, CS C14  BBD Discussion, Physiological Considerations BBD Discussion, Upload the <i>Standard Assessment PowerPoint Presentation</i> under Assignments and as a Main Post in the respective BBD Discussion by 04.04.2023. Follow Response Post prompt.
April 11	Trauma related Testing and Assessments <b>All Documents</b> in BBD Folder, Assessments, Trauma  Diagnoses and Differentiation <b>Webb C12-13</b>	BBD Quiz, W C12-13  BBD Discussion, Complete the <i>ACE Questionnaire</i> and <i>BTQ</i> . Follow Main Post prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 04.11.2023.
April 18	Career Assessments <b>CS C15; All Documents</b> in BBD Folder,	BBD Quiz, C15

	Assessments, Career Assessments (CACREP 7.i.; EPSB 2.8.i.)	BBD Discussion, Complete Seligman's Authentic Happiness <i>Work-Life Questionnaire</i> and <i>PERMA</i> questionnaire. Follow Main Post Prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 04.18.2023.
April 25	Clinical Testing and Assessment in Couples and Families <b>Webb et al. C11; All Documents</b> in BBD Folder, Assessments, Couple and Family	BBD Discussion, Complete <i>The Love Language Test</i> and Seligman's Authentic Happiness <i>Close Relationships Questionnaires</i> . Follow Main Post prompt in Discussion Board. Upload completed assessments (if unable, verification of completion) into BBD by 04.25.2021.  <i>Client Assessment and Interpretation Due 04.25.2023</i>
May 2		Final Exam (Due 05.02.2023)  <i>If offered during the semester, verified complete attendance at the Kentucky Tennessee Society of Adlerian Psychology (KTSAP) Workshop will provide an exemption from taking the final exam. The Department of CSA is home to KTSAP operations. There are no other opportunities for exemptions from the exam or quizzes in this course.</i>

<b>CNS 552</b> <b>Clinical Assessment Presentation</b> <b>CACREP Standard CORE 8.a.; KY EPSB Standard CORE 2.9.a.</b>				
<b>Requirement</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
Power Point Presentation	<p>The required expectations were hardly met as follows:</p> <p>Develop a power point presentation that (a) includes appropriate and ample references on each content slide; (b) is neat; includes proper spelling, grammar and APA formatting; and (c) is organized according to the following content (1-8 has headings).</p>	<p>The required expectations were somewhat met as follows:</p> <p>Develop a power point presentation that (a) includes appropriate and ample references on each content slide; (b) is neat; includes proper spelling, grammar and APA formatting; and (c) is organized according to the following content (1-8 has headings).</p>	<p>All of the required expectations were met as follows:</p> <p>Develop a power point presentation that (a) includes appropriate and ample references on each content slide; (b) is neat; includes proper spelling, grammar and APA formatting; and (c) is organized according to the following content (1-8 has headings).</p>	<p>All of the required expectations were met as follows:</p> <p>Develop a power point presentation that (a) includes appropriate and ample references on each content slide; (b) is neat; includes proper spelling, grammar and APA formatting; and (c) is organized according to the following content (1-8 has headings).</p>
Content (CACREP Standard CORE 8.a.; KY EPSB Standard CORE 2.9.a.)	<p>The required expectations were hardly met as follows:</p> <p>The presentation narrative should go beyond the contents included on each slide, demonstrating (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the population selected; (c)</p>	<p>The required expectations were somewhat met as follows:</p> <p>The presentation narrative should go beyond the contents included on each slide, demonstrating (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the population selected; (c)</p>	<p>All of the required expectations were met as follows:</p> <p>The presentation narrative should go beyond the contents included on each slide, demonstrating (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the</p>	<p>All of the required expectations were met as follows:</p> <p>The presentation narrative should go beyond the contents included on each slide, demonstrating (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the population selected; (c)</p>

	knowledge of the content has been mastered.	knowledge of the content has been mastered.	population selected; (c) knowledge of the content has been mastered.	knowledge of the content has been mastered.
<b>Requirement</b>	<b>0-2</b>		0	0
Use of References	Timely, appropriate and directed resources were somewhat used to provide support for the content of the presentation.			
PowerPoint Video Presentation	Met time limitations; was congruent with the PowerPoint content.			

<b>CNS 552</b> <b>Client Assessment and Interpretation</b> <b>CACREP Standard CORE 7.g.; KY EPSB 2.8.g</b>				
<b>Requirement</b>	<b>0-2</b>	<b>3-4</b>		
Format: APA formatting, spelling and grammar; met page limitation	No more than 3 errors made in APA formatting, spelling, grammar, and/or in headings; page limitation not met	No more than 1-2 error made in APA formatting, spelling, grammar, and/or in headings; page limitation met.		
<b>Requirement</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
Part I: Review of the Assessment (CACREP Standard CORE 7.g.; KY EPSB 2.8.g.)	<p>The required expectations were hardly met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made</p>	<p>The required expectations were somewhat met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made..</p>	<p>All of the required expectations were met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>	<p>All of the required expectations were met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>

<p>Part II: Interpretation (CACREP Standard CORE 7.g.; KY EPSB 2.8.g.)</p>	<p>The required expectations were hardly met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>	<p>The required expectations were somewhat met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>	<p>All of the required expectations were met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>	<p>All of the required expectations were met as follows:</p> <p>Each of the subsections should include relevant and appropriate references to support the narrative; specific details especially in Part II should be included. Content within each section should demonstrate (a) that ample research was completed and resources were consulted to prepare; (b) an appropriate understanding of the assessment's use with the volunteer client; and (c) appropriate interpretations were made.</p>
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