Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should **not** be used to purchase course materials.
COURSE SYLLABUS
MAAC 521
ASSESSMENT TECHNIQUES IN COUNSELING

COURSE DESCRIPTION
This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

RATIONALE
The purpose of this course is to help counselors become aware of psychometric theories and the ways in which both individual and group psychological tests can be helpful in the process of counseling.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Discuss the historical perspectives concerning the nature and meaning of assessment.
B. Explain basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced
assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.

C. Apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

D. Discuss reliability in terms of theory of measurement error, models of reliability, and the use of reliability information.

E. Explain validity in terms of theory of measurement error, models of reliability, and the use of reliability information.

F. Outline how age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors relate to the assessment and evaluation of individuals, groups, and specific populations.

G. Use strategies for selecting, administering, and interpreting assessment and evaluation instruments.

H. Understand general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.

I. Summarize ethical and legal considerations.

J. Compare biblical standards and practices to standards in a counseling setting.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (6)

The student will participate in 6 Discussion Board Forums. Discussion boards are collaborative learning experiences. Therefore, unless otherwise noted, the student will respond to the instructor’s prompt by posting a 200–250-word thread, and then, in the same module/week, the student will post a 75–100-word reply to 1 classmate’s thread. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

D. Licensure Requirements Research

The student will research the licensure requirements for a state of his/her choice. Using bullet-point format, the student will list his/her discoveries in a 2-page Word document.

E. Exploring Reliability and Validity

The student will analyze 2 test manuals and discuss the results of the research, including the types of reliability provided, the quality of the information, and any
discernible problems. The analysis must be 2–3 pages and double-spaced in a Word document.

F. Project 1 – Initial Interview (Mental Status Exam)

The student will use himself/herself or a fictional character as the subject of an interview that seeks to answer a referral question of the student’s choice. The interview will seek to gather all of the information that relates to the Mental Status Exam provided in the Whiston text, which deals with the examinee’s appearance, manner, approach, orientation, alertness, thought processes, mood, and affect. The information will be recorded in a 3–4-page Word document (double-spaced).

G. Achievement Results

The student will engage in 2 hypothetical scenarios where he/she must work with 2 different clients, both of whom are expressing dissatisfaction with assessment results. The student will formulate a narrative for each client based on what he/she has learned about achievement results. This assignment must be no more than 2 pages, double-spaced.

H. Project 2 – Psychological Report

Using the referral question and self-designed character from Project 1, the student will self-administer the IPIP-NEO and select, self-administer, and interpret 3 additional assessments from the Corcoran & Fischer textbook. Then, using the results from the assessments, the student will prepare and submit a 7-page Psychological Report.

I. Project 3 – Test Critique

The student will write a 7–10-page critique for 1 standardized test of his/her choice. The student must cite at least 3 professional journal articles and format the paper according to current APA format. The paper will be composed of 6 sections: general test information, test description, technical evaluation, practical evaluation, summary evaluation and critique, and references.

J. Exams (4)

The student will take 4 exams based on the Whiston text. Exams are non-cumulative, open-book/open-notes, and consist of 25 multiple-choice questions. The student will have 1 hour and 30 minutes to complete each exam.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirements Checklist</th>
<th>10</th>
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<tbody>
<tr>
<td>Discussion Board Forums</td>
<td>200</td>
</tr>
<tr>
<td>Licensure Requirements Research</td>
<td>30</td>
</tr>
<tr>
<td>Exploring Reliability and Validity</td>
<td>30</td>
</tr>
<tr>
<td>Project 1 – Initial Interview (Mental Status Exam)</td>
<td>180</td>
</tr>
<tr>
<td>Achievement Results</td>
<td>40</td>
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</tbody>
</table>
Project 2 – Psychological Report 180
Project 3 – Test Critique 180
Exam 1 (Modules 1–2) 40
Exam 2 (Modules 3–4) 40
Exam 3 (Modules 5–6) 40
Exam 4 (Modules 7–8) 40
Total 1010

B. Scale
D- = 680–699  F = 0–679

C. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams
1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship
The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as
entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# Course Schedule

**MAAC 521**


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<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whiston: chs. 1–2 1 presentation 1 website</td>
<td>Course Requirements Checklist Class Introductions Licensure Requirements Research</td>
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<tr>
<td>2</td>
<td>Whiston: chs. 3–4 1 presentation 1 article</td>
<td>DB Forum 1 Exploring Reliability and Validity Exam 1</td>
<td>30 30 40</td>
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<tr>
<td>3</td>
<td>Whiston: ch. 6 2 presentations</td>
<td>Project 1 – Initial Interview (Mental Status Exam)</td>
<td>30 180</td>
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<tr>
<td>4</td>
<td>Whiston: chs. 5, 7–8 1 presentation 1 website</td>
<td>DB Forum 3 Achievement Results Exam 2</td>
<td>30 40 40</td>
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<tr>
<td>5</td>
<td>Whiston: ch. 10 1 website</td>
<td>DB Forum 4 Project 2 – Psychological Report</td>
<td>40 180</td>
</tr>
<tr>
<td>6</td>
<td>Whiston: chs. 11–12 5 websites</td>
<td>Exam 3</td>
<td>40</td>
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<tr>
<td>7</td>
<td>Whiston: chs. 13–14</td>
<td>DB Forum 5 Project 3 – Test Critique</td>
<td>40 180</td>
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<tr>
<td>8</td>
<td>Whiston: chs. 15–16 1 presentation</td>
<td>DB Forum 6 Exam 4</td>
<td>30 40</td>
</tr>
</tbody>
</table>

**Total 1010**

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.