

Department of Graduate Psychology
James Madison University

PSYC 607 Assessment Procedures in Counseling
Wednesdays 4:05-6:35PM
HBS Room 3034
Spring 2018

I. Course Description

The focus of this course is how to become informed consumers of different appraisal techniques in counseling. This includes a focus on formal and informal assessment, as well as standardized instruments used commonly in practice. Students will learn important psychometric properties of test instruments as well as critique these instruments. In addition, students will learn how to administer, score and interpret specific instruments. Students will also learn the value of assessments in their practice, how to understand reports from various professionals, and how to use such reports to inform their work with clients. Overall, students are encouraged to be critical consumers of appraisal techniques and develop an understanding of the purpose, need, and ethical use of the instruments while applying these concepts to their personal career goals in counseling.

II. Course Objectives & CACREP Standards

By the end of the course, students will be able to know and understand:

- 2.F. 1. Professional Counseling Orientation and Ethical Practice - Recognizes and applies professional ethical standards including clear and appropriate relationships with clients colleagues, and the community.
 - j. technology's impact on the counseling profession
 - k. strategies for personal and professional self-evaluation and implications for practice
- 2.F. 3. Human Growth and Development - Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 2.F. 4. Career Development - Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.
 - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 2.F.5. Helping Relationships - Establishes and maintains effective counseling relationships.
 - i. development of measurable outcomes for clients
- 2.F. 7. Assessment and Testing - Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults
 - 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
 - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, 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

2.F. 8. Research and Program Evaluation - Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- c. needs assessments
- h. statistical methods used in conducting research and program evaluation

Course content and assignments will also address the following Clinical Mental Health Counseling standards:

- Psychological tests and assessments specific to clinical mental health counseling. 1. Foundations e.
- Intake interview, mental status evaluation, biopsychosocial mental health history, and psychological assessment for treatment planning and caseload management. 3. Practice a.
- JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skill for social justice and advocacy. 9. CMHC

Course content and assignments will also address the following School Counseling standards:

- Assessments specific to P-12 education. G.1.e.
- Design and evaluation of school counseling programs G.1.3.b
- Use of accountability data to inform decision making G.1.3.n
- Use of data to advocate for programs and students G.1.3.o

III. Required Texts

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8th ed.). Pearson.

ISBN-13: 978-0132850636

ISBN-10: 013285063X

IV. Recommended Texts

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

V. Course Format

1. **Class Structure** Class sessions will include a combination of the following:

- a. Business: Any issues left from the previous class, announcements, and the overview of topics to be covered during class;
- b. Lecture and Discussion;
- c. Exercises and Experiential Activities;

2. **Class Participation and Student Conduct** Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let me know as soon as the situation arises, so that I can coordinate with you taking the course at a time when you can be successful.

Cell phone use, texting, and use of the internet will not be allowed during class. The following consequences will occur if you choose to engage in disruptive behavior: (a) first I will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.

Cell phones: Turn off or switch to vibrate all cell phones during class time.

I prefer students not use laptops during classes. While you may be perfectly responsible in the use of your laptop for note-taking, it is shown that even the use of one laptop in a class creates what is referred to as a “cone of distraction” for those in the vicinity and hand-written notes are more beneficial in terms of memory.

The course is designed to be *student-centered* which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

Expectations for Class Participation: As your instructor, I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

Display of Professionalism: Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of his or her future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism, and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes, and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

Excellent (90-100)	Acceptable (80-90)	Unacceptable (79 and under)
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<p>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to feedback and brings a sense of presence that contributes to productive group dynamics.</p>	<p>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures, that communicates disrespect or contempt for peers and the instructor.</p>
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VI. Course Requirements

1. Given the amount of learning involved in class, your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

VII. Grading

The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **Please stay very close to the page limit. If papers far exceed page limit, I may ask you to revise.**

Written Work

All written work must be typed and follow APA format. Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.)*. You may visit <http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/> for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

Late Assignments

Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

<u>Assignments</u>	<u>Points</u>	<u>Final Grade</u>
Journal Reflections	130	A= 100-90 points “given for excellent work”
Personal Assessment Project: Group Design, Classroom Guidance, or Intervention	200	B= 89-80 points “meets Graduate College expectations”
Multidisciplinary Team Attendance & Reflection Paper	100	C= 79-70 “work below Graduate College expectations”
Participation and Professionalism	100	D= 69-60 “work significantly below average quality and indicates that the course must be retaken”
Midterm Exam	100	F= 59 and below “indicates failure and means the class must be taken again with a passing grade before credit is allowed”
Final Exam	100	Final Grade=(points earned/730)*100
	730	

Assignment Overview

Semi-Structured Reflection Journals (130 points)

Assessment is often a topic that students struggle to integrate into their view of themselves as a counselor at first. During the course of the semester you will have weekly opportunities to reflect on the various topics and how they relate to your clinical experiences and evolving view of self. Each week, you are to post a reflective journal entry onto Canvas, detailing your reaction to the readings as well as the class session. Creativity is strongly encouraged, while also remaining true to the reflective and educational purpose. **Journal entries (13 @ 10 points each) are due each Wednesday by 11:59PM.**

Personal Assessment Project & Rubric (200 points)

This project is your opportunity to create genuine personal and professional meaning from your experience in this class. You will each have a choice as to whether to design a group, a classroom guidance activity/series, an initiative, or an intervention protocol with your population and setting of interest. This will culminate in a manual/guide to be submitted by the last week of class. Your project should include a research based rationale as well as a mechanism/assessment for measuring outcomes or impact. This project will be a regular part of our classroom discussion. All ideas will be entertained with the hope that you'll be able to find something relevant to your work and to this class as well as exciting to your heart.

Consider the following concepts as necessary to guide a successful product:

1. Identify an **issue, behavior, problem, or diagnosis** to be addressed.
2. Identify a **specific population and setting**.
3. Identify an **assessment instrument** that will help you measure the outcomes of this experience. You may wish to include information regarding your assessment in your research write-up (at least say what the instrument is and why you are using it there) and/or in your manual/guide/poster/PowerPoint (whatever format you use for your project). **Sample write up** for an assessment instrument (this is the type of information you will find in the mental measurements yearbook or manual) located at the end of the syllabus.
4. Identify a **format** (i.e. a group, a program, or an individual/couples/family intervention).
5. Identify **research** supporting your choice of issue and population (5 sources minimum, about 3 pages in length). What is the scope of the problem/topic?/ What need will your intervention address?/What made you choose this topic
 - What does the previous literature on the topic say?
 - Have others used assessment to measure outcomes related to this topic?
 - In terms of your assessment measure, what type of information are you looking for?
6. Develop clear **goals and objectives**.
7. Discuss **anticipated outcomes**.

Multidisciplinary Team Participation & Reflection (100 points)

Each student will identify a multidisciplinary team either at your internship or practicum site or a meeting identified through one of JMU's partner organizations. You will attend at least one meeting for the purpose of: a) identifying the various professionals who have roles on the team and what purpose they serve; b) identifying the various ways in which the professional conceptualize the cases presented and the contributions of each point of view; c) identifying the various assessments and reports that are used to aid in case conceptualization; d) discuss how cases were presented and interpreted; e) discuss your view on the process with attention to the assessments used and your view of those; and f) critically examine the process through the eyes of a counselor and discuss the strengths, weaknesses, and any suggestions you would have as to how to better assess client needs.

Compile a reflection paper (2-5 pages in length) detailing your experience as well as your thoughts, feelings, reactions various steps in the process. This paper should reflect your ability to integrate this experiences, course material, and your own experience as a counselor. Please be sure to follow APA format, including an introductory paragraph, appropriate section headings, and any resources.

NOTE: If you are not sure how to connect with a multidisciplinary team, see the instructor and we'll find a good option for you. Be sure to start EARLY.

University and Department Policy

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Academic Honesty:

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior could range from failure on an assignment to failure in the course to dismissal from the University.

Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site:
<http://www.jmu.edu/honor/code.shtml>.

Inclement Weather:

This class will follow the JMU inclement weather policy, which states “For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies.” If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
- JMU Radio Station 1610AM
- JMU Home Page www.jmu.edu
- Local radio and television stations.

The inclement weather policy can be found in its entirety at <http://www.jmu.edu/JMUpolicy/1309.shtml>.

If the University should make a decision to close, the clinic will follow the same schedule and you will need to reschedule any client appointments.

If you have special commuting needs, please contact me at kelly.atwood@gmail.com to discuss.

Disability Policy

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, www.jmu.edu/ods, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Religious Observation Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these

concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Tentative Schedule

Week	Date	Topic	Reading	Due
1	01/10/2018	Introduction Course Overview Assessment in Counseling	Chapter 1	
2	01/17/2018	Initial Interview Risk Assessment	Chapter 2	Journal 1
3	01/24/2018	Diagnosis and The DSM Mental Status Exams Common Self- Report Measures	posted on Canvas	Journal 2
4	01/31/2018	Formal Documentation: Progress Notes, Case Reports	posted on Canvas	Journal 3
5	02/07/2018	Standardized Testing Reliability and Validity	Chapter 5 & 6	Journal 4
6	02/14/2018	Diversity Issues in Testing and Assessment Debate: Cross-Cultural Fairness of Standardized Assessment	Chapter 15	Journal 5
7	02/21/2018	Ethical and Legal Issues *Guest speaker: School counselor Jenn Kurbel	Chapter 17	Journal 6
8	02/28/2018	Midterm Exam	-----	-----
9	03/07/2018	<i>SPRING BREAK</i>	-----	-----
10	03/14/2018	Assessment Process: Choosing an Assessment, Scoring Interpretation, Communicating Results	Ch. 7 & 16	Journal 7
11	03/21/2018	Cognitive Assessment	Chapter 8	Journal 8
12	03/28/2018	Achievement and Aptitude Testing	Chapter 9 & 10	Journal 9
13	04/04/2018	Personality and Socioemotional Measures	Chapter 12	Journal 10 Multidisciplinary Team Reflection Paper Due
14	04/11/2018	Child Assessment Guest speaker: Child Psychologist, Elena Savin	Posted on Canvas	Journal 11
15	04/18/2018	Career Assessment	Chapter 11	Journal 12

16	04/25/2018	Present Projects		Journal 13 Personal Assessment Project
17	05/01/2018 5:00pm- 6:00pm	Final Exam Miller 1107	-----	-----

**The instructor reserves the right to revise the syllabus to facilitate instruction. Changes will be posted on the course web site*

Reflection Paper Rubric

CATEGORY	Unacceptable (Below Standards) 0, 1, 2	Acceptable (Meets Standards) 3, 4, 5	Good (Occasionally Exceeds) 6, 7, 8	Excellent (Exceeds Standards) 9, 10	SCORE
Introduction	Does not adequately describe topic. Does not describe subtopics to be reviewed. Lacks adequate Theses statement. Conveys topic, not key question(s).	Describes subtopics to be reviewed. thesis statement. Conveys topic key question(s).	Clearly delineates subtopics to be reviewed. General thesis statement. Strong introduction of topic's key question(s), terms.	Clearly delineates subtopics to be reviewed. Specific thesis statement.	
Sequencing	Little evidence material is logically into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Topics for Paper	None of the topics assigned are discussed.	Few of the topics assigned are discussed.	Most topics assigned are discussed.	All topics assigned are discussed.	
Grammar & Mechanics	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation errors are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	
APA Style & Communicatio	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is with many awkward or unclear passages.	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in APA style. Scholarly style. Writing is flowing and easy to follow	

Total Score

Program Design Rubric				
Student Name(s)				
Poster/Program Title				
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Score
Points Earned	20, 19, 18	17, 16, 15, 14	13, 12, 11, 10	
Titles and Sub-titles	Titles and subtitles are clear and enhance readability.	Most titles and subtitles are clear and enhance readability.	Few or no titles or sub-titles to clarify text	
Layout	Creatively enhances information.	Balanced, uncluttered, adequate white space.	Not balanced, cluttered, insufficient white space.	
Text size and color	All text is clear and readable, a few changes in size and color enhance understanding.	Most is clear and readable, a few changes in size and color enhance understanding.	Some text is clear and readable, frequent changes in size and color do not enhance understanding.	
Writing	Well written and organized, clear, easy to follow.	Adequately written and organized, clear, reasonably easy to follow.	Poorly written and organized, unclear, hard to follow.	
Grammar and Spelling	No grammar or spelling errors.	One grammar or spelling error.	Many grammar and spelling errors.	
References	References presented and no APA errors.	References presented with minimal APA errors.	References absent and/or numerous APA errors.	
Quality of Information	Product description is clear, complete, concise.	Product description is mostly clear, could be a little more concise.	Product description is not clear, incomplete, not concise.	
Counseling Implications	Implications are accurately related to the role and responsibilities of counselors.	Implications are slightly related to the role and responsibilities of counselors.	Implications are imprecisely related to the role and responsibilities of counselors.	
Use of Language	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable.	Clear articulation but not as polished; slightly uncomfortable at times Most can hear presentation.	Audience occasionally has trouble hearing the presentation; seems uncomfortable.	
Manual/Binder/ WebResource	Provides a clear, concise, practical, and appealing summary of the information.	Provides basic information, accurate but not practical to use with clients, visually adequate.	Does not clearly represent topic and does not seem to be a clear or practical resource for practitioners. Not visually appealing or organized.	
Total Score				

Sample write up for an assessment instrument (this is the type of information you will find in the mental measurements yearbook or manual):

Parenting Stress Index-4-Short Form (PSI-4-SF). The Parenting Stress Index-4-Short Form (PSI-4-SF) is a measure of overall level of parental stress, as well as child and parent characteristics that may serve as source of stress within the family. It focuses on the parent, the child, and parent-child interactions. The PSI-4-SF contains 36 items, consisting of statements on a 5-point Likert-type scale with response options ranging from “strongly agree” to “strongly disagree.” A total score and three subscales are generated including Parental Distress (PD), Parent-Child Dysfunctional Interaction (P-CDI), and Difficult Child (DC). Factor analytic studies related to the full-length PSI determined the three subscales were the best way to capture information related to the parent-child system in short form. There is also a measure of test taking behavior, the Defensive Responding score. The Total Stress score identifies personal parental distress, distress related to the parent-child interaction, and stresses resulting from child behavior. The PD score determines distress related to personal factors such as concerns regarding parenting competence, stresses associated with the restrictions on other life roles, conflict with the other parent, lack of social support, and depression. The P-CDI score describes the extent to which the parent perceives that the child is a negative aspect of his/her life and does not meet his or her expectations. The DC score focuses on child behavior related to temperament or learned behaviors. The normative range for scores is within the 16th to 84th percentiles. Scores in the 85th- 89th percentile range are described as high, and scores in the 90th percentile or higher are considered clinically significant. The Defensive Responding score is considered low if the raw score is 10 or lower.

The PSI-4-SF has been shown to have good internal consistency with coefficient alpha reliability ranging from .88 to .95 for the subscales. Test-retest reliability for the original PSI-SF has demonstrated a correlation coefficient at .84 for the Total Stress scale, .85 for the Parental Distress scale, .68 for the Parent Child Dysfunctional Interaction, .78 for the Difficult Child scale. As it the measure is derived from the original PSI, it is assumed to have similar validity to the full-length PSI. The correlation between the Total Stress scale on the PSI and the Total Stress scale on the PSI-4-SF was .98 (Abidin, 2012).

APPENDIX : SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	7l	7m
7. Assessment and Testing	x	x	x	x	x	x	x	x	x	x	x	x	x
KPI 7 (Introductory) Personal Assessment Project: Design a group, a classroom guidance activity/series, an initiative, or an intervention protocol with your population and setting of interest. (See below for rubric)		X	X		X		X	X	X	X	X	X	X
Journal Reflections	X	X	X	X	X	X	X	X	X	X	X	X	X
Multidisciplinary Team Attendance & Reflection Paper	X	X	X	X	X	X	X	X	X	X	X	X	X
Participation and Professionalism				X									X
Midterm Exam	X	X	X	X	X	X	X	X	X	X	X	X	X
Final Exam	X	X	X	X	X	X	X	X	X	X	X	X	X

CLINICAL MENTAL HEALTH COUNSELING

CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 Foundations c	1 Foundations e	3 Contextual Dimensions a	9 CMHC Key
Clinical Mental Health Counseling CACREP and JMU Key Competencies	X	X	X	X
Personal Assessment Project	X	X	X	X
Journal Reflections	X	X	X	X
Multidisciplinary Team Attendance & Reflection Paper	X	X	X	X
Midterm Exam	X	X	X	X
Final Exam	X	X	X	X

SCHOOL COUNSELING

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	7l	7m	SC Found- ations	e	SC Prac- tice	b	n	o
7. Assessment and Testing	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x
KPI 7 (Mastery) Personal Assessment Project		X	X		X		X	X	X	X	X	X	X		X		X	X	X
Journal Reflections	X	X	X	X	X	X	X	X	X	X	X	X	X		X				
Multidisciplinary Team Attendance & Reflection Paper	X	X	X	X	X	X	X	X	X	X	X	X	X		X				
Participation and Professionalism				X									X		X				
Midterm Exam	X	X	X	X	X	X	X	X	X	X	X	X	X		X				
Final Exam	X	X	X	X	X	X	X	X	X	X	X	X	X		X				

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<p><i>KPI 7: Assessment and Testing</i></p> <p>Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>