



**COUN 5049 School Assessment & Psychometrics
Fall Semester 2024
Three Credit Hours**

Contact Information

Instructor: Dr. Poppy Moon

Email Address: moon@ulm.edu

Office Hours: By appointment

Preferred mode of communication with instructor: email and Zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Interpret and explore a variety of psychological tests and assessments relevant to school counseling.
 - Understand and apply concepts of reliability, validity, and ethical considerations in the use of assessments.
-

- Utilize assessment data to develop and implement educational and therapeutic interventions for K-12 students.

Objectives

Program Objective related to CACREP Assessment and Diagnostic Processes 3.G.

Students will demonstrate *content* knowledge related to the Assessment and Diagnostic Processes concentration that will be measured at two points in time with a success rate of 70% or higher. In this course, our Key Performance Indicator Assignment (KPI #1) is the Mock Licensure Exam and it will measure the standards 3.G.1-3.G.17.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and will be evaluated for the KPI #1 for the Core Standards 3.G.

	Standards
	School
School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	5.H.10
skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	5.H.12
	5.H.13
strategies for implementing and coordinating school-based interventions	
interventions to promote postsecondary and career readiness	5.H.17
	Core

historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3
reliability and validity in the use of assessments	3.G.4
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7
use of assessments in academic/educational, career, personal, and social development	3.G.8
use of environmental assessments and systematic behavioral observations	3.G.9
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13
procedures for assessing clients' experience of trauma	3.G.14
procedures for identifying and reporting signs of abuse and neglect	3.G.15
Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16
Procedures for using assessment results for referral and consultation	3.G.17

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, assigned readings, interactive discussion, role play, and a final exam.

Class Policies and Procedures

Required Textbooks

American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs* (4th ed.). American School Counseling Association.

Neukrug, E., & Fawcett, R. C. (2020). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3rd edition). Cengage Learning.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, the ULM Library, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Students are encouraged to utilize the [ULM Library's Counseling Subject Guide](#). This site provides information on researching articles and databases, locating ebooks, and finding relevant websites.

Students are responsible for checking Canvas regularly for course information, syllabi, supplemental materials, additional handouts, required readings, and all class lessons.

Student Performance Evaluation: Criteria and Procedures

Course Assignments

About Me (0 pts) – Tell me about yourself!

Nice to Meet You Video Post (optional) – Since this is your first year at ULM, you might want to meet some of your classmates. You can post a video about yourself and say hello to other members of the class.

ASCA Membership (0 pts) – Join the American School Counseling Association as a student member. Upload a copy of your membership card. You will need your membership to view course info located on the website.

Child Abuse Reporting and Training (100 pts) - This assignment requires students to complete the 2024 Alabama Child Abuse Mandated Reporter Training and apply the knowledge gained by filling out a detailed child abuse/neglect report form based on a given scenario.

School Based Diagnostic Case Study Quiz (100 Pts) - In this quiz, students will be provided with a detailed case study of a student presenting with potential mental health or behavioral issues. Students will accurately diagnose the student's condition based on the provided scenario using DSM-5 criteria.

Intake Interview & Assessment Report (200 pts) – In this assignment students will conduct a recorded mock interview with a parent to collect detailed information about their child who will be a new student in the fall.

Fun with Statistics Quiz (100 pts) – In this multiple-choice quiz, students will be tested over the basics of statistics from Chapters 5-7.

Creating Jason's 504 Plan (100 pts) – In this assignment students will create different parts of a 504 plan based on student issues.

Counseling Data Adventure (100 pts) – Students will be presented with data from school districts. From the data, they will look at Closing the Gap and creating SMART goals for specific populations.

Projective Test: Kinetic Family Drawing (100 pts) - For this assignment, students will engage in a Kinetic Family Drawing (KFD) exercise, a projective personality test used to explore family dynamics and perceptions.

Behavior Observation Report for Auggie from *Wonder* (100 pts) – In this assignment students will create an informal assessment for Auggie Pullman, the main character in the movie *Wonder*.

Mock Licensure Exam (100 pts. – KPI #1): Students complete a comprehensive final exam in Canvas. The exam will consist of multiple-choice and true/false formats, and will cover cumulative course content. The exam questions are designed to resemble those found on licensure & Praxis exams related to Assessment and Testing.

This exam will serve as the Key Performance Indicator #1 for the CACREP Core Counseling Standards 3.D.1-3.D.12. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

Test Yourself (0 pts.) – Test Yourself allows you to take a test over the chapters you have read. Taking the test is entirely optional and gives you 0 points. However, these are questions you might encounter on national counseling exams.

Extra Credit Opportunity (5 pts. on your assignment of choice – students can do two activities for a total of 10 pts.) – Check out the different personality tests and ASCA webinars you can choose for extra credit.

Assignment Points & Percentages

	Points	Percentages
Child Abuse Reporting and Training	100	10%
School Based Diagnostic Case Study Quiz	100	5%
Intake Interview and Assessment Report	200	25%
Fun with Statistics Quiz	100	5%
Creating Jason's 504 Plan	100	10%
Dr. Moon's Counseling Data Adventure	100	5%
Projective Test: Kinetic Family Drawing	100	10%
Behavior Observation Report for Auggie from Wonder	100	20%
Mock Licensure Exam	100	10%
	1,000-point Total	100%

Evaluation and Grade Assignment

Grades for each assignment and the cumulative grade will be assigned as follows:

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%
- F = 59-0%

Course Schedule

Assignments are due at 11:59 pm on the due date. Note: Assignments are not due in order. I am assigning them early to give you time to complete them. Be sure you check the course calendar to see when the dates fall.

Date	Topics for the Week	Readings/Lectures/Multimedia	Assignments/Due Date	CACREP Standards
Week 1 8/26-9/1	History of Testing and Assessment	Chapter 1 Watch Videos on ADHD, Conduct DO, PTSD, Eating DO	About Me Join ASCA	3.G.1 3.G.7

Week 2 9/2-9/8	Ethical & Legal Issues with Assessments in Schools	<p>Chapter 2</p> <p>ASCA Position Statement on School Counselors and Neglect Prevention</p> <p>Review & Complete 2024 Child Abuse Mandated Reporters Training</p> <p>Interview with CPS Admin.</p> <p>ASCA Legal & Ethical Implications in Abuse Reporting</p> <p>FAQ's on Mandated Reporting</p>	Child Abuse Reporting and Training Assignment (due 9/10)	3.G.6 3.G.16
Week 3 9/9-9/15	Diagnosis in the Assessment Process	<p>Chapter 3</p> <p>Watch Videos on Anxiety, Depression, OCD, Autism</p>	School Based Diagnostic Case Study Quiz (Due 9/15)	3.G.10 3.G.13 5.H.12
Week 4 9/16-9/22	The Assessment Report Process	<p>Chapter 4</p> <p>The Best and Worst Intake Interview Ever</p>	Intake Interview & Assessment Report (Due 9/29)	3.G.17 5.H.10
Week 5 9/23-9/29	Test Worthiness & Statistical Concepts Part 1	<p>Chapter 5 & 6</p> <p>Lecture: Statistics: Test Worthiness, Validity, Reliability, Cross Cultural Fairness, and Practicality Source</p> <p>Lecture: Statistical Concepts Part 1: Making Meaning out of Raw Scores Source</p>		3.G.3 3.G.8 3.G.4 3.G.5 3.G.7
Week 6 9/30-10/6	Statistical Concepts Part 2	<p>Chapter 7</p> <p>Lecture: Statistical Concepts Part 2: Creating New Scores to Interpret Test Data Source</p>	Quiz: Fun with Statistics! (10/9)	3.G.3 3.G.8 3.G.4 3.G.5 3.G.7

<p>Week 7</p> <p>10/7-10/13</p>	<p>Assessment of Educational Ability</p>	<p>Chapter 8</p> <p>Lecture: Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, & Cognitive Ability Tests</p> <p>What Are 504 Plans?</p> <p>504 Meeting Basics</p>	<p>Creating Jason's 504 Plan (Due 10/16)</p>	<p>3.G.16 5.H.12 5.H.13</p>
<p>Week 8</p> <p>10/14-10/6 (Fall break on Thurs. & Friday)</p>	<p>Intellectual & Cognitive Functioning</p>	<p>Read Chapter 9</p> <p>Lecture: Intellectual and Cognitive Functioning: IQ Testing and Neuropsychological Assessments</p> <p>What are IEPs?</p> <p>The Difference Between IEPs and 504 Plans</p>		<p>3.G.8 3.G.17</p>
<p>Week 9</p> <p>10/21-10/27</p>	<p>ASCA & Data Interpretation</p>	<p>ASCA National Model Text Section II: Manage</p> <p>Lecture: Making Data Work</p> <p>Lecture: Determine Student Needs</p>		<p>5.H.17</p>
<p>Week 10</p> <p>10/28-11/3</p>	<p>ASCA & Data Interpretation</p>	<p>ASCA National Model Text Section IV: Assess</p> <p>Dr. Moon's Counseling Data Adventure</p>	<p>Counseling Data Adventure (11/6)</p>	<p>5.H.17</p>
<p>Week 11</p> <p>11/4-11/10</p>	<p>Clinical Assessment: Objective and Projective Personality Tests</p>	<p>Chapter 11 & RCADS and SDQ</p> <p>Video: Completing questionnaires example with RCADS and SDQ</p>	<p>Projective Test: Kinetic Family Drawing (Due 11/13)</p>	<p>3.G.8 3.G.10 3.G.13 3.G.16</p>

Week 12 11/11- 11/17	Informal Assessment	ASCA Risk Assessment: Suicide Assessment Role Play For Teachers: Warning Signs of Suicide in Students Suicide Risk Assessments Pose Legal Risk to Counselors After Suicide: A Toolkit for Schools		5.H.12
Week 13 11/18- 11/24	Informal Assessment	Chapter 12 Watch the movie Wonder	Behavior Observation Report for Auggie in Wonder (Due 12/5)	3.G.9 3.G.14 3.G.15 3.G.16 3.G.17 5.H.12
Week 14 11/25- 12/1	Career & Occupational Assessment	Read Chapter 10 Thanksgiving Break Starts Wednesday	Mock Licensure Exam opens on 11/25 and closes on 12/8)	
Week 15 12/2- 12/8	Mock Licensure Exam		Mock Licensure Exam (Due 12/8)	3.G.1- 3.G.17

This syllabus is dynamic and may be modified during the term. Students should regularly check emails and Canvas for updates and announcements regarding course content and scheduling adjustments.

KPI Assessment: Mock Licensure Exam Rubric

The KPI assessment in this class is the Mock Licensure Exam. It focuses on Assessment and Psychometric topics we have covered in this class. It is rated in your Tevera account.

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5pts = Advanced: Skills and understanding evident at an exceptional level
 4 pts = Proficient: Strong level of mastery of skills and understanding
 3 pts = Basic: Understanding of concepts/skills evident
 2 pts = Developing: In process of developing understanding of concepts and skills; growth needed
 1 pt = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1	
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2	
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3	
reliability and validity in the use of assessments	3.G.4	
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5	
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6	
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	
use of assessments in academic/educational, career, personal, and social development	3.G.8	
use of environmental assessments and systematic behavioral observations	3.G.9	
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10	
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13	
procedures for assessing clients' experience of trauma	3.G.14	
procedures for identifying and reporting signs of abuse and neglect	3.G.15	
Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

If you have accommodations your professor needs to be aware of, contact them within the first two days of class.

Special circumstances. If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let your professor know within 7 days so we can discuss possible accommodations or alternative

arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Other Policies and Procedures

Attendance Policy : This is an online class. Students must note the due dates for assignments in Canvas. Students are required to check their ULM e-mails daily.

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. If you read this far email Dr. Moon for a surprise. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm.

ULM Counselor Education professors take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and Emailing: Instructors will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

ULM Late Policy: No assignments will be accepted after the last day of class. Late assignments may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Dr. Moon's Late Policy Notice – If you have an issue that is keeping you from completing work, please notify me within one week. I am willing to work with students who need assistance, however I cannot make accommodations if a student does not notify me in a timely manner. If I am not notified within one week, the regular late policy will apply.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

ULM's policies on serving students with disabilities can be obtained on the ULM website :

www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Phone: 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix