

Syllabus EPSY 5314 - Spring 2025

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Appraisal Procedures in Counseling

Credits: 3

Format: Online (WW)

Prerequisites: N/A

Professor: Sara Renzulli

Email: sara.renzulli@uconn.edu

Office Hours/Availability: By appointment

Course Materials

Required course materials should be obtained before the first day of class.

Drummond, R. J., Sherperis, C. J & Jones, K. D. (2019). Assessment procedures for counselors and helping professionals (9th Edition). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

This book can be purchased from Pearson:

<https://www.pearson.com/us/higher-education/program/Sheperis-Assessment-Procedures-for-Counselors-and-Helping-Professionals-Plus-My-Lab-Counseling-with-Enhanced-Pearson-e-Text-Access-Card-Package-9th-Edition/PGM2039553.html?tab=resources>

Course Description

This course addresses how to appropriately assess, interpret the result and communicate the results of assessments commonly used in both a school and clinical setting.

Topics covered will include but are not limited to: the function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of test in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests; collaboration with peers and other professionals, communication of test results.

This course is also aligned with several of the basic tenants/elements of the Neag School of Education's conceptual framework. The tenants addressed in this course are drawn from the themes of *learning and leading* and include those related to the *professional knowledge base, evidence-based professional practice and inquiry*. The course objectives follow.

Course Themes

Our learning process in this course will be influenced by the themes of how counselors interact with assessments and testing, and the counselor's ethical responsibility to provide accurate and equitable access of information about testing and assessment to all students, families and guardians. While these themes may seem straightforward or simple, as we explore the content you may find that counselors need to be purposeful and intentional in how they use, and interact with assessments. In addition, the manner and way in which assessment information is communicated to clients, students, school personnel, and other stakeholders needs to be carefully considered from the role of the counselor. How can the counselor ensure that accurate information is communicated to all necessary parties? How can the counselor ensure that all parents are aware of the testing rights they have?

Course Objectives

Course Objective	STANDARD	EVALUATION
Investigate the historical basis and current issues in academic assessment	3.G.1	Quizzes, module discussions, term paper, final exam
Describe the nature of assessment and its uses within the role of the school counselor	3.G.1 3.G.8	Quizzes, module discussions, term paper, final exam
Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	3.G.2 3.G.3 3.G.4	Quizzes, module discussions, term paper, final exam
Determine legal and ethical considerations of assessment	3.G.6	Quizzes, module discussions, term paper, final exam
Analyze issues of reliability in assessment of marginalized populations.	3.G.5 3.G.7	Quizzes, module discussions, term paper, final exam
Integrate cultural factors related to assessment including, race, culture, age, gender, sexual orientation, ethnicity, language, spirituality and disability. In addition, understand the limitations of assessment.	3.G.5 3.G.7	Quizzes, module discussions, term paper, final exam
Integrate statistical concepts to aid in the interpretation and discussion of assessment results / interpretive reports in a school setting.	3.G.8 3.G.17	Quizzes, module discussions, term paper, final exam
Identify the value and limitations of cognitive assessments	3.G.17	Quizzes, module discussions, term paper, final exam
Consider how assessment results are used to plan for and implement academic, behavioral and/or social change.	3.G.7 3.G.8 3.G.9	Quizzes, module discussions, term paper, final exam
Understand assessment procedures utilized in clinical settings.	3.G.10 3.G.11 3.G.15	Quizzes, module discussions, term paper, final exam
Understand different ways counselors can assess for risk or trauma.	3.G.13 3.G.14	Quizzes, module discussions, term paper, final exam

	3.G.15 3.G.17	
Assess the educational utility of achievement and aptitude testing from the role of the school counselor	3.G.8 3.G.17 3.G.9	Quizzes, module discussions, term paper, final exam
Demonstrate an understanding of the general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status	3.G.7 3.G.8 3.G.9 3.G.10 3.G.11 3.G.12 3.G.17	Quizzes, module discussions, term paper, final exam

CACREP Competencies Covered in this Course:

CACREP Curricular Content	2024 STANDARD
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
diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	3.G.11
procedures to identify substance use, addictions, and co-occurring conditions	3.G.12
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 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

Course Outline and Calendar

Module	Dates	Topic
0	1/10/25 -	Course Orientation
1	1/21/25 - 1/25/25	Introduction to Assessment & Purpose of Assessment
2	1/26/25 - 2/01/25	The Ethics of Assessment & Assessment of Diverse Populations
3	2/02/25 - 2/08/25	The Statistics of Tests
4	2/09/25 - 2/15/25	Reliability & Validity
5	2/16/25 - 2/22/25	Assessment of Intelligence
6	2/23/25 - 3/08/25	Assessment of Achievement & Aptitude
7	3/09/25 - 3/15/25	Assessment of Education & School Based Behavioral Assessment Approaches
Spring Break – 3/16/25 – 3/22/25		
8	3/23/25 - 3/29/25	Personality Assessment
9	3/30/25 - 4/05/25	Clinical Assessment
10	4/06/25 - 4/12/25	Trauma & Risk Assessment
11	4/13/25 - 4/19/25	Clinical Presentations
12	4/20/25-4/24/25	Final Exam

Course Objectives and Corresponding CACREP Standards for each Module

Module 1: Introduction to Assessment & Purpose of Assessment

Module Objectives	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP Standard
-Breakdown the historical basis and current issues in academic assessment.	-Investigate the historical basis and current issues in academic assessment.	<ul style="list-style-type: none"> • Sheperis, Chapter 1 • Chapter 1 lecture 	<ul style="list-style-type: none"> • M1 Quiz • Final Exam • Case Study • Clinical presentation 	3.G.1 3.G.8
Illustrate the necessary areas of knowledge that school counselors need to have in regard to testing and assessment to successfully function in the profession.	-Describe the nature of assessment and its uses within the role of the school counselor.	<ul style="list-style-type: none"> • Sheperis, Chapter 1 • Chapter 1 lecture 	<ul style="list-style-type: none"> • M1 Quiz • Final Exam • Case Study • Clinical presentation 	3.G.1 3.G.8

Module 2: The ethics of assessment and assessment of diverse populations

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP Standard
-Integrate legal and ethical considerations of assessment with applied practice in K-12 environment.	-Determine legal and ethical considerations of assessment.	<ul style="list-style-type: none"> • Sheperis, Chapter 2 • Sheperis, Chapter 3 • Chapter 2 lecture • Chapter 3 lecture 	<ul style="list-style-type: none"> • M2 Quiz • M2 Discussion • Final Exam • Case Study • Clinical presentation 	3.
-Determine professional and ethical manner to handle assessment of diverse or under-	-Analyze issues of reliability in assessment of marginalized populations. -Integrate cultural factors related to assessment including, race, culture,	<ul style="list-style-type: none"> • Sheperis, Chapter 2 • Sheperis, Chapter 3 • Chapter 2 lecture 	<ul style="list-style-type: none"> • M2 Quiz • M2 Discussion • Final Exam • Case Study 	3.G.5 3.G.7

represented populations.	age, gender, sexual orientation, ethnicity, language, spirituality and disability. In addition, understand the limitations of assessment.	<ul style="list-style-type: none"> Chapter 3 lecture 	<ul style="list-style-type: none"> Clinical presentation 	
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Module 3: The Statistics of Tests

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP Standard
Interpret data and results gathered from assessment measures.	-Integrate statistical concepts to aid in the interpretation and discussion of assessment results / interpretive report in a school setting. -Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	<ul style="list-style-type: none"> Sheperis, Chapter 5 Sheperis, Chapter 6 M3 Lecture 	<ul style="list-style-type: none"> M3 Quiz Final Exam Case Study Clinical presentation 	3.G.8 3.G.17 3.G.2 3.G.3 3.G.4
Identify the basic statistical concepts in assessment procedures.	-Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	<ul style="list-style-type: none"> Sheperis, Chapter 5 Sheperis, Chapter 6 M3 Lecture 	<ul style="list-style-type: none"> M3 Quiz Final Exam Case Study Clinical presentation 	3.G.2 3.G.3 3.G.4

Module 4: Reliability & Validity

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard

Identify the key components of a reliable assessment and why this is important in educational and psychological testing.	-Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	<ul style="list-style-type: none"> • Sheperis, Chapter 7 • Sheperis, Chapter 8 • M4 Lecture 	<ul style="list-style-type: none"> • M4 Quiz • M4 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.2 3.G.3 3.G.4
Identify the key components of a valid assessment and why this is important in educational and psychological testing.	-Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	<ul style="list-style-type: none"> • Sheperis, Chapter 7 • Sheperis, Chapter 8 • M4 Lecture 	<ul style="list-style-type: none"> • M4 Quiz • M4 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.2 3.G.3 3.G.4
Demonstrate knowledge and understanding of the difference between reliability and validity.	-Integrate statistical concepts to aid in the interpretation and discussion of assessment results / interpretive report in a school setting. -Develop an understanding of basic assessment statistics, including scales of measurement, measures of central tendency, variability, distributions and correlations.	<ul style="list-style-type: none"> • Sheperis, Chapter 7 • Sheperis, Chapter 8 • M4 Lecture 	<ul style="list-style-type: none"> • M4 Quiz • M4 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.2 3.G.3 3.G.4 3.G.5 3.G.7

Module 5: Assessment of Intelligence

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Describe several key theories of intelligence utilized in educational and	- Consider how assessment results are used to plan for and implement	<ul style="list-style-type: none"> • Sheperis, Chapter 10 • Chapter 10 Lecture 	<ul style="list-style-type: none"> • M5 Quiz • M5 Discussion • Final Exam 	3.G.17 3.G.10 3.G.11 3.G.15

psychological assessment.	academic and/or behavioral interventions. -Understand assessment procedures utilized in clinical settings. -Identify the value and limitations of cognitive assessments.		<ul style="list-style-type: none"> • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9
Identify the utility and limitations of assessment of intelligence in education and psychology.	-Consider how assessment results are used to plan for and implement academic and/or behavioral interventions. -Identify the value and limitations of cognitive assessments.	<ul style="list-style-type: none"> • Sheperis, Chapter 10 • Chapter 10 Lecture 	<ul style="list-style-type: none"> • M5 Quiz • M5 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.17
-Examine the relationship between intelligence testing and a multi-tiered model of support.	-Consider how assessment results are used to plan for and implement academic and/or behavioral interventions. -Identify the value and limitations of cognitive assessments.	<ul style="list-style-type: none"> • Sheperis, Chapter 10 • Chapter 10 Lecture 	<ul style="list-style-type: none"> • M5 Quiz • M5 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.17

Module 6: Assessment of Achievement & Aptitude

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Describe the most common educational achievement and aptitude tests utilized in schools, and for academic purposes.	-Assess the educational utility of achievement and aptitude testing from the role of the school counselor. -Consider how assessment results are used to plan for and implement academic and/or behavioral interventions.	<ul style="list-style-type: none"> • Sheperis, Chapter 11 • Sheperis, Chapter 12 • Chapter 11 Lecture • Chapter 12 Lecture 	<ul style="list-style-type: none"> • M6 Quiz • M6 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.17

Interpret score reports from achievement and aptitude tests.	-Assess the educational utility of achievement and aptitude testing from the role of the school counselor. -Consider how assessment results are used to plan for and implement academic and/or behavioral interventions.	<ul style="list-style-type: none"> • Sheperis, Chapter 11 • Sheperis, Chapter 12 • Chapter 11 Lecture • Chapter 12 Lecture 	<ul style="list-style-type: none"> • M6 Quiz • M6 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.17
Consider broad ranging academic implications from intelligence, academic and aptitude tests in terms of college and career readiness.	-Assess the educational utility of achievement and aptitude testing from the role of the school counselor. -Consider how assessment results are used to plan for and implement academic and/or behavioral interventions.	<ul style="list-style-type: none"> • Sheperis, Chapter 11 • Sheperis, Chapter 12 • Chapter 11 Lecture • Chapter 12 Lecture 	<ul style="list-style-type: none"> • M6 Quiz • M6 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.17

Module 7: Assessment of Education & School Based Behavioral Assessment Approaches

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Indicate the ways in which school counselors participate in programmatic assessments.	-Assess the educational utility of achievement and aptitude testing from the role of the school counselor.	<ul style="list-style-type: none"> • Sheperis, Chapter 16 • Sheperis, Chapter 17 • Chapter 16 Lecture • Chapter 17 Lecture 	<ul style="list-style-type: none"> • M7 Quiz • M7 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.8 3.G.9 3.G.17

Module 8: Personality Assessment

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Analyze the current forms of personality assessment used in	-Consider how assessment results are used to plan for and implement	<ul style="list-style-type: none"> • Sheperis, Chapter 14 • Chapter 14 Lecture 	<ul style="list-style-type: none"> • M8 Quiz • M8 Discussion • Final Exam 	3.G.7 3.G.8 3.G.9 3.G.10

psychology and education.	academic and/or behavioral interventions. -Demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status.		<ul style="list-style-type: none"> • Case Study • Clinical presentation 	3.G.11 3.G.12 3.G.17
-Investigate why multiple sources of data from various informants are necessary.	-Consider how assessment results are used to plan for and implement academic and/or behavioral interventions.	<ul style="list-style-type: none"> • Sheperis, Chapter 14 • Chapter 14 Lecture 	<ul style="list-style-type: none"> • M8 Quiz • M8 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9

Module 9: Clinical Assessment

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Describe some of the most common procedures, tests and processes used in clinical assessment.	-Consider how assessment results are used to plan for and implement academic and/or behavioral interventions. -Demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status.	<ul style="list-style-type: none"> • Sheperis, Chapter 15 • Chapter 15 Lecture • BDI Video 	<ul style="list-style-type: none"> • M9 Quiz • M9 Discussion • Final Exam • Case Study • Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.10 3.G.11 3.G.12 3.G.17
Describe the ways in which school counselors need to be familiar with	-Consider how assessment results are used to plan for and implement academic and/or	<ul style="list-style-type: none"> • Sheperis, Chapter 15 • Chapter 15 Lecture • BDI Video 	<ul style="list-style-type: none"> • M9 Quiz • M9 Discussion • Final Exam • Case Study 	3.G.7 3.G.8 3.G.9

clinical assessment as it relates to the students functioning in a school system.	behavioral interventions.		<ul style="list-style-type: none"> Clinical presentation 	
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Module 10: Trauma & Risk Assessment

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Describe the situations in which a trauma or risk assessment should be utilized and by whom.	<ul style="list-style-type: none"> -Understand different ways counselors can assess for risk or trauma. -Consider how assessment results are used to plan for and implement academic and/or behavioral interventions. 	<ul style="list-style-type: none"> M10 Lecture CSSRS Training Hobson, 2013 	<ul style="list-style-type: none"> M10 Quiz Final Exam Case Study Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.13 3.G.14 3.G.15 3.G.17

Module 11: Clinical Presentations

Module Objectives By the end of this module you will be able to:	Connection to Course Objectives	Related Instructional Materials:	Related Learning Activities:	CACREP School Counseling Standard
Demonstrate knowledge and understanding of different clinical diagnoses and the role of a counselor in the diagnostic and treatment process.	<ul style="list-style-type: none"> -Understand different ways counselors can assess for risk or trauma. -Consider how assessment results are used to plan for and implement academic and/or behavioral interventions. 	<ul style="list-style-type: none"> Watch all clinical presentations 	<ul style="list-style-type: none"> Clinical presentation 	3.G.7 3.G.8 3.G.9 3.G.13 3.G.14 3.G.15 3.G.17

Course Requirements and Grading

Summary of Course Grading:

Course Components	Points
Module Discussions	140
Module Quizzes	100
Clinical Presentations	200
Final Exam	100
Risk Analysis Interview	75
Academic Case Study Analysis	100
TOTAL	715 Points

Module Discussions:

There are 7 online discussions that will occur in this class, in the following modules; 2, 4 (a mini-discussion), 5, 6, 7, 8 and 9. Module discussions provide a critical component of a means of intellectual interaction, and a forum for the exchange and growth of the concepts that are being covered. The discussion board is not meant to replace 'in-person' discussions, rather, it is meant for you to exchange ideas in a written (or sometimes video/audio) format. The discussion board provides a forum for purposeful meta-cognitive idea exchange. All ideas, arguments, and points, should be well considered and deliberated over prior to posting. Prior to posting in the online discussion forum, it is suggested that students read the assigned chapters for that module, and watch the video lectures. Furthermore, students should critically think about the discussion questions that are being posed, and respond with scholarly, well constructed, innovative contributions.

Requirements of the Discussion Posts:

Each module, your initial post is due by the Thursday of that week (although check the course schedule as some weeks this may change depending on holidays etc). **The initial post needs to be at least 200 words. You are also required to respond to one other classmates' post by Saturday at 11:59pm.** There is not a minimum word requirement for the response posts, however posts that do not convey a response worthy of academic discourse will lose points.

Successful discussion posts integrate information from the reading, lectures, and when appropriate the students' own experiences, and apply that knowledge to succinct responses to the discussion prompt. Successful responses build on the ideas of the initial author and take the enhance and add to the scholarly value of the initial argument or statement made.

- Discussion post late policy:
 - For discussion posts which involve a response post (ie, you are engaging with your classmates): you will lose 2 points per day the post is late, for both the initial post, and the response post.
 - For discussion posts or video posts that do not involve a response post:

- 2 points will be deducted per day that the post is late.
- If there are extenuating circumstances, please reach out to Dr. Renzulli

Rubric for the Discussion Posts

Criteria	Excellent 4-5 points	Satisfactory 3-4 points	Unsatisfactory 2-3 points	Poor 0-1 points
Organization & Grammar 5 points	Few if any grammatical mistakes. / If outside sources are used, an in-text citation is provided. / Post is organized so that the author's thoughts are clearly communicated.	Grammatical mistakes are present, but they do not substantially detract from the content of the post. / Author discussed outside sources, but did not integrate them to the full extent. / Post reflects strong organization of thoughts and ideas.	Multiple grammatical mistakes that detract from the content of the post. / Lack of clarity in response to discussion shows a lack of organization throughout the post. / Outside sources not well integrated.	Grammatical mistakes are present throughout the post. / Post lacks organization of ideas or themes.
Post addresses the discussion prompt 5 points	The post addressed the question or questions that were raised in the discussion prompt in an organized, methodical manner.	The post addressed most components of the question(s) posed by the discussion prompt.	The post failed to address the main components of the discussion prompt.	The post did not address the discussion question.
Student responds to at least one class-mates post on the discussion board 5 points	The author responds to at least one other class-mates post. This response demonstrates an internalization of your classmates' thoughts and an independent analysis of their ideas.	The author responds to at least one other class-mates post. The post contributes to the discussion, and pushes ideas forward, but does not present a strong analysis of ideas.	The author responds to at least one other class-mates post. The response post is confirmatory in nature, but does not add to the scholarly value of the discussion.	The author fails to respond to at least one other class-mates post.

<p>Response shows analysis, creativity, and originality of thought</p> <p>5 points</p>	<p>The author constructs a thoughtful argument or analysis, based on data, and information presented in the module, lecture, reading or outside sources. The author is able to take the ideas presented in the module and apply them to different situations or scenarios, and construct a strong original argument.</p>	<p>The author constructs an argument based on information from lectures, readings and experiences. The author is able to connect the argument to different situations or scenarios, but does not provide a lot of original analysis.</p>	<p>The author re-states a lot of already confirmed or expressed opinions, but does not necessarily demonstrate a depth of thought, or integration of the content with original ideas.</p>	<p>The author fails to present creative or original ideas.</p>
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Discussion Posts:

- Module 2:
Please respond to the following discussion prompt:
After reading and listening to the lectures, how can an examiner minimize bias in testing when working with diverse student populations? Choose one group of students noted in chapter 3,(visual impairment, hearing impairment, intellectual disability, neuropsychological impairment, communication disorders, ASD, ADHD, or developmental delays) and discuss specific strategies that an examiner could use to minimize bias with this population.
- Module 4:
please respond to the two questions below in 200 words total:

Question 1: Why is reliability a necessary precursor to validity when discussing assessment? Explain your thoughts.
Question 2: Why are reliability and validity important to consider when choosing assessments to use on diverse, or underrepresented populations? Explain your thoughts.
- Module 5:
After reading over the case study you will be working on for the Academic Case Study assignment and interpreting the intelligence scores, apply at least one theory of intelligence to the case. Which theory of intelligence discussed in this chapter or lecture assists in explaining the cognitive functioning of the individual you are working on for your case study. Explain why you chose this theory, and how it helps explain and understand the cognitive / intelligence from your case study.
- Module 6:
In module 5 and 6 you have been introduced to the student you will be doing your academic case study on. Using information from the text, PPTs and lectures, describe what the assessment information says about your student. For example, what are their academic strengths and weaknesses? What social and emotional factors may impact

their academic performance? Then, begin to put together what you in your role as a counselor could do to support your student based on the assessment information, background information, interviews etc.

- Module 7:

Please respond to the following discussion prompt:

Your school district has put you, the director of counseling in charge of a committee to re-design the district's process for screening and assessment of Gifted & Talented students. Please write a summary of the process you have re-designed that will be sent out to the Board of Education. Make sure to discuss the following elements: what screening measures are in place, do they integrate with MTSS what group and/or individual assessments are being used, and are any qualitative measures considered for screening.

(Please note, that the terminology used is in line with the laws in CT, which only identify a student as G/T if they receive services, so this post is asking you to look at the process by which you would screen and assess students to determine if they need services beyond the regular classroom).

- Module 8:

Please respond to the following discussion prompt:

The lecture covered the ways that some projective assessments are scored, typically it involves a lot of subjective interpretation by the evaluator. Do you consider this a culturally competent form of assessment, why or why not? Based on your response to the previous question, discuss what you would do if a projective instrument was included in a school assessment. How would you explain the assessment and results to the student and family? In addition, how would discuss the use of this instrument with other support staff?

- Module 9:

For the discussion prompt this week, I would like you to return to the student you wrote your academic case study about (Jordan or Maria). Assume that that the student you worked on was administered (or re-administered) the BDI-II and scored a 52. What social and emotional interventions would you suggest for your student based on this BDI-II score and what you know about their background (both in school and out of school). Explain your thoughts and be sure to address how the interventions are appropriate for your student, and how they are culturally competent.

Module Quizzes

There are 10 module quizzes in this course, each worth 10 points. The quizzes are multiple choice questions, and are meant to prepare students for the Counselor Education's program comprehensive exam, and the NCE. The quizzes can be taken up to 3 times, and the highest score will count. You have 30 minutes to complete each quiz. The quizzes are open note, open book. You cannot collaborate with other students on this quiz. **Late quizzes will not be accepted unless students can provide a legitimate excuse.** If there is evidence of students completing the quizzes together, that will be considered cheating, reported to community standards, and students will receive a zero for the quiz.

Clinical Presentations

- **Due: April 16 (11:59pm)**
- **Submission Information:** The presentation should be posted in the M11 discussion board. The notes sheet and multiple-choice questions need to be posted in the M11 discussion and submitted by each student in the 'clinical presentation' assignment on HuskyCT.
- **Points total:** 200 points toward final grade
- **Description of assignment:** Module 11, will be a week that is dedicated to learning from your classmates via clinical presentations. The presentations will be posted in a discussion board, and everyone is expected to watch the presentations, as material presented in them will be on the final exam.

Logistics of the presentation:

- You will work in pairs for this project; to sign up for the topic you will be working on. [Sign up sheet link.](#)
- You will create a 15-20 minute presentation using Microsoft teams and upload the video to the Clinical Presentation discussion board **on or before April 16, 2025 (11:59pm)**.
- This presentation (and associated work) is worth 200 points toward your final grade. Please see the grade calculation center for additional information.
- The presentation will require to do a lot of research using the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). As a UConn student you have access to an online version of this book through the UConn Library: <https://doi-org.ezproxy.lib.uconn.edu/10.1176/appi.books.9780890425596>
- It is suggested that you look to additional sources other than the DSM-V for information for this presentation. Please ensure that any and all sources used are appropriately cited.
- A PPT or google/slide presentation is not required, but it may be a useful presentation tool.
- In addition to submitting the MC Question and Notes Sheet in the M11 Discussion board, every student must also submit these documents in the 'Clinical Presentation' Assignment in HuskyCT.
- The presentation needs to address the following components:
 - **(1)** Description of the disorders that you and your partner are examining, including the general features associated with disorders / diagnoses in the classification. For example, what are general characteristics of that classify neuro-developmental disorders.
 - **(2)** Next, the presentation should highlight at least two specific diagnoses within the disorder classification. For example, in Neuro-developmental disorders, the diagnosis of Intellectual Disability, and Communication Disorder could be highlighted.
 - The diagnostic criteria for each of the diagnoses should be presented and explained.
 - The information gathered to support the diagnosis should then be presented. For example, what is the process of diagnosing an individual with an intellectual disability? Who can make this diagnosis, and what assessments and other information is needed?
 - **(3)** The presentation should then discuss the functional (life) and academic related challenges that come from each diagnosis. For example, what are the

functional, and academic challenges associated with the diagnosis of intellectual disability?

- **(4)** The presentation should conclude with specific ways that school counselors can assist students with each of these diagnoses in a school setting. For example, what different interventions can a school counselor be involved in to assist / work with an individual with an intellectual disability.
 - **(5)** A final component to this presentation is to create a 'note-sheet' that will be shared with your classmates. The note sheet should include the key features of diagnoses in the disorder/classifications you are examining (for example, what are the key features of neuro-developmental disorders). The notes sheet should also include the diagnostic criteria for both of the diagnoses highlighted in your presentation. The purpose of the note sheet is to provide a study guide to your classmates that they can refer back to when preparing for the comprehensive exam and the NCE. The note-sheet can be uploaded to the discussion board as a word document, or can be shared as a google doc (put the link in the discussion board). (The notes sheet needs to be posted on 4/16/25 as well).
 - **(6)** You will also be responsible for creating two multiple choice questions based on the content you covered in your presentation. The questions and correct answers should be posted in the discussion board. It is very likely that some of these questions will appear on the final exam. (The multiple choice questions are also due on 4/16/25).
- **Late Policy:** If the presentation is not posted by April 16th, 20 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Clinical Presentation Rubric:

Criterion	Excellent - 100%	Satisfactory - 75%	Unsatisfactory - 50%	Poor - 25%
Clear description of the classification category of disorders, and diagnostic criteria. 40 points	-Students presented the diagnostic criteria and general information about the classification category clearly and in an organized manner.	-Students presented the diagnostic criteria and general information about the classification category. Descriptions of either lacked clarity.	-Students only presented adequate information on either the classification category, or the diagnostic criteria.	-Failed to present content related to this criterion.
Clear description, analysis and interpretation of the functional and academic impairments caused by the	-Students present well organized research that describes the different challenges associated with the diagnoses being	-Students present some research that describes the challenges associated with the different diagnoses.	-Students do not adequately describe the challenges associated with functional and academic tasks	-Failed to present content related to this criterion.

diagnoses examined. 40 points	examined in the presentation.		caused by the diagnosis.	
In depth discussion of ways in which school counselors can work with individuals in the specific populations in a school setting. 40 points	-Students present a thoughtful analysis of ways that school counselors can be involved in working with and assisting individuals in the different populations. Ideas presented show creativity, ingenuity, and the possibilities of the role of the school counselor.	-Students present a thoughtful analysis of ways that school counselors can be involved in working with and assisting individuals in the different populations.	-Students discuss ways in which school counselors can work with the different populations in vague, non-specific terms.	-Failed to present content related to this criterion.
Creation of a note sheet. 20 points	-Note sheet is uploaded on time, and addresses all the criteria.	-Note sheet is uploaded on time. Addresses most of the criteria.	-Note sheet uploaded, possibly late. -Fails to address all the criteria.	-Note sheet not uploaded.
Creation of two multiple choice questions. 20 points	-Two multiple choice questions are created based on the content delivered in the presentation.			-Failed to create multiple choice questions.
Presentation is organized, and clear. 20 points	-Students put thought into how the content will be delivered and the order of, and flow of content.	-Content is well organized. Students are not jumping from topic to topic. -Descriptions are mostly clear.	-Content lacks clarity and organization across multiple sections of the presentation.	-Presentation is not organized, and descriptions lack clarity across over half of the topics covered.
References. 20 points	-Reference page using APA-7 is included in the presentation.	-Reference page is included. Some issues with APA citations.	-Reference page included, students did not use APA formatting.	No reference page.

This assignment aligns with CACREP Standards: 3.G.7, 3.G.10, 3.G.11, 3.G.17

Final Exam

April 20th to April 24th (11:59pm)

A final exam will be administered between April 20th and April 24th on HuskyCT. The exam will be 50 multiple choice questions, and is worth 100 points toward your final grade (or 20% of your final grade). The exam is open note, and open book, however you cannot use the internet, or collaborate with other students. You will have 4 hours to complete the exam.

Risk Analysis Interview

- **Due: April 12 (11:59pm)**
- **Submission Information:** This can be submitted under the Assignment Folder in HuskyCT. This paper should not exceed 3 pages.
- **Points total:** 75 points toward final grade
- **Description of assignment:** For the risk analysis interview, you will interview the school counselor who is supervising you at your practicum site, and write up the responses to the questions listed below. The write-up should not exceed 3 pages double spaced. This short paper is worth 75 points.

Questions to be addressed in the interview:

1. If a student indicates they want to harm themselves what is the process that the school uses? (Describe the school counselor's role in this scenario).
2. If a student indicates they want to harm another individual what is the process that the school uses? (Describe the school counselor's role in this scenario).
3. Does the school use / administer any risk assessments? If so, which ones, and does the school counselor administer the assessments to students? (Share your personal opinions of the assessments).

Please write a summary of what the school counselor said in response to each of these questions, then conclude with a paragraph describing your overall thoughts about how the practicum site handles risk analysis and assessment. What do you feel they are doing well, and are there any areas for improvement?

- **Late Policy:** If the paper is not posted on 4/12/25, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Rubric for Risk Analysis Interview:

Criterion	Excellent -	Satisfactory - 75%	Unsatisfactory - 50%	Poor - 25%
Summary / write up of question 1 of interview: If a student indicates they want to harm	-Student asked this question in the interview and provided a clear summary of what	-Student asked this question in the interview, and provides a brief summary of what	-Student does not clearly address what their practicum site would do if a	-Failed to present content related to this criterion.

<p>themselves what is the process that the school uses?</p> <p>15 Points</p>	<p>was discussed with the school counselor.</p>	<p>the counselor said. Answers lack organization and/or clarity.</p>	<p>student indicated they were going to harm themselves.</p>	
<p>Summary / write up of question 2 of interview: If a student indicates they want to harm another individual what is the process that the school uses?</p> <p>15 Points</p>	<p>-Student asked this question in the interview and provided a clear summary of what was discussed with the school counselor.</p>	<p>-Student asked this question in the interview, and provides a brief summary of what the counselor said. Answers lack organization and/or clarity.</p>	<p>-Student does not clearly address what their practicum site would do if a student indicated they were going to harm others.</p>	<p>-Failed to present content related to this criterion.</p>
<p>Summary / write up of question 3 of interview: Does the school use / administer any risk assessments? If so, which ones, and does the school counselor administer the assessments to students?</p> <p>15 Points</p>	<p>-Student asked this question in the interview and provided a clear summary of what was discussed with the school counselor.</p>	<p>-Student asked this question in the interview, and provides a brief summary of what the counselor said. Answers lack organization and/or clarity.</p>	<p>-Student fails to accurately describe what risk assessments are utilized by their practicum site.</p>	<p>-Failed to present content related to this criterion.</p>
<p>Conclude with a paragraph describing your overall thoughts about how the practicum site handles risk analysis and assessment. What do you feel they are doing well, and are there any areas for improvement</p> <p>15 Points</p>	<p>-Student provides thoughtful analysis on the risk assessment practices in place at practicum site, addressing both the strengths and weaknesses of the current system.</p>	<p>-Student provides analysis on assessment practices in place at practicum site. -Student addresses either strengths of weaknesses.</p>	<p>-Student provides more of a description versus analysis of the assessment practices in place at practicum site. -Strengths and weaknesses not substantially addressed.</p>	<p>-Failed to present content related to this criterion.</p>
<p>Well written paper, correct grammar,</p>	<p>-Paper is well written, clear</p>	<p>-Paper is well written, clear</p>	<p>-Paper is written in an unclear and</p>	<p>-Failed to present content related to</p>

and use of APA citations when appropriate. 15 Points	sentences. -Almost no grammatical mistakes. -APA citations are used if appropriate.	sentences. -Several grammatical mistakes in paper. -APA citations are used if appropriate.	unorganized manner. -Grammatical mistakes throughout paper which impact the content. -No citations present.	this criterion.
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This assignment aligns with CACREP Standards: 3.G.13, 3.G.14, 3.G.16

Academic Case Study

- **Due: March 23rd, 2025 (11:59pm)**
- **Submission Information:** This can be submitted under the Assignment Folder in HuskyCT. This paper should not exceed 5 pages.
- **Points total:** 100 points toward final grade
- **Description of assignment:** At the beginning of Module 5, you will be given an academic case study that you will use for this paper. The case studies are of students who have had psycho-educational testing, and your assignment will be to extract meaning from the test scores, and then to put together a list of academic and social and emotional recommendations for the student.

The paper needs to address the following components:

- Begin the paper with a brief (1-2 paragraph) summary of the background of the student you are writing about in your case study.
- Next, discuss why the student is being sent for testing, what assessments were administered, and what the results tell you about the students' academic or social and emotional functioning.
- Finally, discuss what academic and social-emotional recommendations you have created for the student based on their background, and the assessment data. Be sure to include why you feel each recommendation would help the student be successful in academics or improve their SEL functioning.
- *Late Policy:* If the paper is not posted by 3/23/25, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Rubric for Academic Case Study:

Criterion	Excellent	Satisfactory	Unsatisfactory -	Poor
Comprehensive background of case study student provided. 25 Points	-A detailed description of the case study student is provided highlighting important details from the case study	-A fairly detailed description of the case study student is provided. Some details are missed that may	-A background section on the case study student was attempted, but failed to achieve its purpose and	-Failed to present content related to this criterion.

	which are relevant to the need for assessment.	be relevant to the need for assessment.	lacked detail.	
Discuss why the student is being sent for testing, what assessments were administered, and what the results tell you about the students academic or social and emotional functioning. 25 Points	-Correct identification of assessments used. -Comprehensive discussion about the meaning of the assessment results and the impact on the student's life / academics. -Accurate interpretation of assessment results.	-Overall correct identification of assessments. -Good analysis of the meaning of the results for the student. -Some interpretation of the assessment results.	-Incorrect identification of multiple assessments used. -Write-up indicates a lack of understanding in regards to the impact on the students life. -Incorrect interpretation of results.	-Failed to present content related to this criterion.
Discuss what academic and social-emotional recommendations you have created for the student based on their background, and the assessment data. 25 Points	-Thoughtful recommendations presented. Clear explanations about why the recommendations would work for the student based on assessment results also presented.	- Recommendations presented, overall a good fit for the student based on the background and assessment data.	- Recommendations presented are vague and lack specificity as to why they would help the case study student.	-Failed to present content related to this criterion.
Well written paper, correct grammar, and use of APA citations when appropriate. 25 Points	-Paper is well written, clear sentences. -Almost no grammatical mistakes. -APA citations are used if appropriate.	-Paper is well written, clear sentences. -Several grammatical mistakes in paper. -APA citations are used if appropriate.	-Paper is written in an unclear and unorganized manner. -Grammatical mistakes throughout paper which impact the content. -No citations present.	-Failed to present content related to this criterion.

This assignment aligns with CACREP Standards: 3.G.5, 3.G.8, 3.G.9, 3.G.11, 3.G.17

Grading Scale (per the Registrar)

Graduate

Explanation	Letter Grade
Distinction	A
	A-
Good Quality	B+
	B
	B-
Below Expected Standard	C+
	C
	C-
Unsatisfactory Quality	D+
	D
	D-
Failure	F

Course points to Grades

Course Points	Grade
715-695	A
694-674	A-
673-653	B+
652-632	B
631-611	B-
610-590	C+
589-569	C
568-548	C-
547-527	D+
526-506	D
505-485	D-
484 and below	F

Policies Regarding Written Work

- All assignments should be submitted in APA 7 format (Times New Roman Font, 12 pt.).
- When referencing or referring to a group, a specific race, ethnicity or cultural context please capitalize the population you are discussing. For example, if talking about the Black community - Black should be capitalized. John Danizewski, the Associated Press's vice president of standards wrote in a blog "the lowercase black is a color, not a person" (<https://blog.ap.org/announcements/the-decision-to-capitalize-black>). Students are not required to capitalize brown or white, but they may capitalize if they wish to do so. I refer to the New York Times article for my rationale on this point: "Brown as generally been used to describe a wide range of cultures, Mr. Baquet and Mr. Corbett said in their memo to staff. As a result, its meaning can be unclear to readers; white doesn't represent a shared culture and history in the way Black does, and also has long been capitalized by hate groups." (<https://www.nytimes.com/2020/07/05/insider/capitalized-black.html>). No points will be deducted for any grammatical mistakes related to capitalizations, however this is a practice that I believe we should all promote. Most importantly, I want you in this course to write and practice what you are comfortable with and what you feel reflects your cultural and societal values.

Course Policies

Course Policy on use of AI tools / apps

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. The default is that such use is *disallowed* unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; **you bear the final responsibility**. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at UConn could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Due Dates and Late Policy

All course due dates are identified on the course schedule, the syllabus and on HuskyCT. There is a specific late points policy for each assignment which can be found under the assignment information below.

Communication with Professor

If you need to contact Dr. Renzulli, please use email - sara.renzulli@uconn.edu. I will respond to questions and email within 48-72 hours during weekdays.

Feedback and Grades

I will make every effort to provide feedback and grades in 72 hours after the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

University Policies

Weekly Time Commitment

You should expect to dedicate between 4 to 6 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Systematic monitoring and tracking of student work by faculty and instructors (e.g., discussion posts, video blogs, video presentations, written submissions, submitted assignments) throughout a course using checkpoints associated with roster photos or photo IDs ensuring the student is continuously engaged and responsible for all submission and work.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Academic Integrity

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

Student Code of Conduct

Students are expected to conduct themselves in accordance with UConn's [Student Conduct Code](#).

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism

- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Virtual Classroom Guidelines

Netiquette Guide to a Psychologically Safe Online Class

In an online learning environment it is essential that the environments be welcoming sites where groups of participants share ideas and learn from the professor as well as from one another. It should be a place where everyone is encouraged to contribute and produce creative and thoughtful work. To make this happen we might be reminded of Abraham Maslow's

Hierarchy of Needs necessary for Self-Actualization



As Maslow explains, people are not able to thrive unless certain needs are met. The bottom three shown on the chart above are basic and require attention. For example, if we are exhausted, hungry or thirsty, we will not be able to do our best work. If we are not in a physical environment that has the appropriate internet connection, we are challenged to even consider engaging. Meeting the physiological needs is obvious and should need no further discussion.

Finally, let us consider safety, especially psychological safety. To feel psychologically safe in an environment, it should be free from bullying, sarcasm, humiliation, rudeness, or comments of disrespect between and among faculty and students. There should be trust where questions can be asked without fear of ridicule, where mistakes are forgiven, and where everyone has a voice.

Copyright

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam
- Kaltura-Video

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.