This course is designed to train graduate students in the professional use of various mental tests and related psychological assessments. There is training in test administration, scoring, and interpretation. This course meets certification requirements (assessment area) for school counseling, school psychology, all exceptionalities, and reading. This course meets licensure requirements (individual assessment competency) for mental health.

The purpose of this course is to provide core information for practitioners to function competency in the area of assessment. Also, this course will assist students in understanding and communicating test results. Students will learn to locate and select valid and reliable instruments to aid in decision making.

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2(S,D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
</tbody>
</table>

•Through this focal area, the FAMU professional education candidate will:

TECHNOLOGY

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S,D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accept and foster diversity</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
</tbody>
</table>

VALUES

•CF3
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Promote perspectives, ideas, people and cultures.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

•CF4
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order</td>
<td>F: 1,4</td>
<td>I: 1,8</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
thinking skills of student.

### PROFESSIONALISM

- **CF 5**
- **Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
<tr>
<td>CF: 5.8 (K,S)</td>
<td>Know and use student personnel services</td>
<td>F:5,10,12</td>
<td>I: 2,10</td>
</tr>
</tbody>
</table>

### URBAN/RURAL EDUCATION

- **CF6**
- **Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

### Overall Goals of the Course

The overall goals of this course are to develop decision-making skills regarding effective individual assessment, to secure relevant data through individual assessment, and to interpret and evaluate individual assessment data through active learning activities. This is a graduate course in the specialty area of Counselor Education, therefore the competencies emphasized in the course are those mandated by the State of Florida (DOE, NCATE, CACREP, the Florida Department of Health Licenser Board for Clinical Social Work, Marriage and Family Therapy, Mental Health Counseling), and other relevant professional associations.

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Specific Behavioral Objectives

- Be able to discuss the major types of tests used to measure intelligence, 2K, 7b (AC 1)
- Be able to identify what types of tests should be used and why, 2K, 7g, (AC 1)
- Be able to write evaluations reflecting professional interpretations/recommendations, 2K, 7h (AC 1)
- Be able to identify the kinds of factors that should be considered in interpreting test results, 2K, 7g (FSAC 2.6, AC 1)
- Be able to communicate test results and interpretations to legal recipients of the test data, 2K, 7g (FSAC 2.3, 4.2)
- Be able to understand the cultural determinants affecting performance on standardized tests, 2K, 7f, (FSAC 2.3, 4.2)

Standard Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Critique</td>
<td>Review and critique articles dealing with testing issues</td>
<td>5h, 5i</td>
<td>1.2, 3.3, 6.3</td>
<td>1.3, 2.1, 3.3</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>Identify the kinds of factors that should be considered in interpreting test results</td>
<td>2e, 2f, 2g, 8e</td>
<td>8.2, 10.1</td>
<td>1.3, 2.5</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Understand the cultural determinants affecting performance on standardized tests</td>
<td>1.b, 1.i, 3.f, 4.a, 5.c,</td>
<td>3.2, 3.3, 3.5</td>
<td>4.4</td>
</tr>
</tbody>
</table>

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE)/ Subject Area Examination (SAE) Competencies and Skills

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Approved/Revised 10/30/07
Topical Outline and Tentative Course Calendar

August 24, 2010  Course Overview
August 31, 2010  Chapter 1 – Introduction
September 7, 2010  Chapter 2 – Context of Clinical Assessment
September 14, 2010  Chapter 3 – The Assessment Interview
September 21, 2010  Chapter 4 – Behavioral Assessment
September 28, 2010  Chapter 5 – Wechsler Intelligence Scales
October 5, 2010  Chapter 6 – Wechsler Memory Scales
October 12, 2010  Chapter 7 – Minnesota Multiphasic Personality Inventory
October 19, 2010  Chapter 8 – Million Clinical Multiaxial Inventory (Midterm)
October 26, 2010  Chapter 9 – California Psychological Inventory
November 2, 2010  Chapters 10 and 11 – The Rorschach & Thematic Apperception Test
November 9, 2010  Chapter 12 – Neuropsychological Impairment
November 16, 2010  Chapter 13 – Brief Instruments for Treatment Planning, Monitoring, etc.
November 30, 2010  Chapters 14 and 15 – Psychological Assessment and Treatment Planning and Psychological Report, and Outcome Assessment
December 7, 2010  FINAL EXAMINATION

Teaching Methods

Lectures, Technology, Research, Group Projects and Guest Presenters

Course Evaluation

Journal Critique - Review and critique articles dealing with testing issues. Articles should deal with contemporary issues and be written within the past 5 years

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PowerPoint Presentation - Identify the kinds of factors that should be considered in interpreting test results and develop a PowerPoint presentation of 10-15 slides.

Reflection Paper - Research the cultural determinants affecting performance on standardized tests and write a 4-6 page paper reflecting on your experiences professionally and personally.

Grading

- Class Participation
- Mid-term Examination
- Final Examination
- Task Stream Activities
- Class Notebook
- Power-point Activities

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>B</td>
<td>84 – 94</td>
</tr>
<tr>
<td>C</td>
<td>73 – 83</td>
</tr>
<tr>
<td>D</td>
<td>62 – 72</td>
</tr>
<tr>
<td>F</td>
<td>Below 62</td>
</tr>
</tbody>
</table>

Course Policies

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).
• is punctual and regularly attends class
• has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
• presents oneself in a professional manner both in demeanor and appearance.
• handles feelings appropriately (emotional management)
• maintains integrity and high professional standards.
• works in a reliable, dependable manner, utilizing initiative.
• seeks opportunities for professional development and actively participates in professional organizations.
• demonstrates the appropriate use of personal technology during class.
• demonstrates academic honesty.

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
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<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate usually and extensively demonstrates indicators of performance. (89-80%)</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
</tr>
</tbody>
</table>

**Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)**

• communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
• is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
• is willing to share information and ideas in a mutually respectful manner.
• utilizes and models active listening and appropriate feedback skills.

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<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
</tr>
</tbody>
</table>

**Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)**

• is curious, willing to experiment with new ideas and techniques, and is receptive to change.
• analyzes and evaluates concepts and clinical practices.
• experiments, evaluates, and initiates innovative practices.
• demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
• recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.

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Approved/Revised 10/30/07
• continually deepens knowledge of practice and student learning.
• understands the roles of assessment, including the roles of standards and outcomes in assessment.

<table>
<thead>
<tr>
<th>Criteria for rating</th>
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<tbody>
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<td>demonstrates</td>
<td>extensively</td>
<td>adequately</td>
<td>inappropriately</td>
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<td>indicators of</td>
<td>demonstrates</td>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
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<td>indicators of performance. (89-80%)</td>
<td>indicators of performance. (79-70%)</td>
<td>indicators of performance. (60-69%)</td>
<td></td>
</tr>
</tbody>
</table>

Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
• conducts self assessment through reflection in problem solving.

Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior

a. Is punctual and regularly attends class
b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
c. Presents oneself in a professional manner both in demeanor and appearance.
d. Handles feelings appropriately (emotional management)
e. Maintains integrity and high professional standards.
f. Works in a reliable, dependable manner, utilizing initiative.
g. Seeks opportunities for professional development and actively participates in professional organizations.
h. Demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices

a. Is curious, willing to experiment with new ideas and techniques, and is receptive to change.
b. Analyzes and evaluates concepts and clinical practices.
c. Experiments, evaluates, and initiates innovative practices.
d. Demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
e. Recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
f. Is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.

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g. continually deepens knowledge of practice and student learning,
h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication

a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
c. is willing to share information and ideas in a mutually respectful manner.
d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking

a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
d. conducts self assessment through reflection in problem solving.

Academic Honor Policy

An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

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To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

References


Psychological Assessment. December 2003, Volume 15, Number 4


Approved/Revised 10/30/07
La Mesa, CA: John M. Sattler, Publisher, Inc.


**Internet School Guidance Counseling Resources**

Buros Mental Measurements site [www.unl.edu/buros/](http://www.unl.edu/buros/)


American College Testing [www.act.org](http://www.act.org)

NBCC [www.nbcc.org](http://www.nbcc.org)

National Center for Fair and Open Testing [www.fairtest.org](http://www.fairtest.org)

Institute for Personality and Ability Testing [www.ipat.com](http://www.ipat.com)


**ADDICTIONS**

National Institute on Drug Abuse
The National Institute on Drug Abuse supports over 85% of the world’s research on the health aspects of drug abuse and addiction. This site lists information on drug abuse trends, treatment methods, research, and publications.

National Institute on Drug Abuse and Alcoholism
This website includes news, research, publications, and databases on alcohol and related problems. The NIDAA also provides leadership in the national effort to reduce the severe and often fatal consequences of these problems.

National Clearinghouse for Alcohol and Drug Information

<table>
<thead>
<tr>
<th>F</th>
<th>Florida Educator Accomplished Practices Standards (FEAPS)</th>
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<tbody>
<tr>
<td>I</td>
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<td>K</td>
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<td>D</td>
<td>Disposition</td>
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http://www.health.org/
Information about illicit drugs, alcohol, and tobacco are provided in these websites. Also included are related links, funding information, a "kids only" page, and special features and campaigns.

Web of Addictions
http://www.well.com/user/woa/
This site was developed in response to concern about the pro drug use messages in some Web sites and the extent of misinformation about drugs on the internet. The Web of Addictions is dedicated to providing accurate information about alcohol and drug addictions. This site is a resource for teachers, counselors, and students who need factual information.

Dual Diagnosis Website
http://users.erols.com/ksciacca/
Dual diagnosis refers to the co-occurrence of mental illness with drug or alcohol addiction. This site is designed to provide information and resources for service providers, consumers, and family members.

Substance Abuse and Mental Health Services Administration
http://www.samhsa.gov/
This federal agency is charged with improving the quality and availability of prevention, treatment, and rehabilitation services in order to reduce the consequences of substance abuse. This site provides news and information on mental health and substance abuse, including a treatment locator.

Alcoholics Anonymous
http://www.aa.org
The Alcoholics Anonymous website offers information on this self-help fellowship, support, and network for those seeking recovery and those affected by other’s alcoholism.

Narcotics Anonymous
http://www.na.org/index.htm
Narcotics Anonymous is an international, community-based association of recovering drug addicts.

ABUSE and ASSAULT

Sexual Assault Information Page
This is a not-for-profit information and referral service providing information about rape and acquaintance rape, child sexual abuse, incest, ritual abuse, sexual assault, and sexual harassment. Also included is information about counseling and legal sources.

National Clearinghouse on Child Abuse and Neglect
http://www.calib.com/nccanch
This is a national resource for professionals seeking information on prevention, identification, and treatment of child abuse, neglect, and related child welfare issues.

Voices in Action Incest Survivors
http://www.voices-action.org
VOICES in Action, Inc. is an international organization providing assistance to victims of incest and child sexual abuse, helping victims to become survivors.

**ASSESSMENT/TESTING**

**Myers-Briggs® Links: Online Personality Type Resources**
http://www.mdbest.com/mbti_links/htm
Everything you always wanted to know about the Myers-Briggs but could never find online! This is the official site – others have been taken off line. This also includes information and links to the online version of the Keirsey-Sorter, sometimes called the "short version" of the Myers-Briggs.

**Assessment and Evaluation on the Internet**
http://www.ericae.net/intbod.stm
This site provides annotated links to some of the best sites on the internet that provide educational assessment, evaluation, and research compiled by the ERIC Assessment and Evaluation Clearinghouse.

**CAREER COUNSELING**

**New Hampshire Employment Security**
http://www.nhes.state.nh.us/
The official website of NH Employment Security, with information about its various programs and links for job seekers and employers.

**Career Builder**
http://www.careerbuilder.com/
Career Builder offers job search features, career projects, career coaching, counseling, and testing, and articles such as "The Color of Success".

**Career Magazine**
http://www.careermag.com/
This site may interest students as it combines serious job search skills with humour. Features include negotiation skills, job hunt IQ test, and a learning center.

**Promoting Safe Work for Young Workers**
http://www.cdc.gov/niosh/99-14111.html
This Center for Disease Control and Injury Prevention web site lists rules and laws pertaining to working teens, and give resource contact information. The home page of this site contains a large list of health related resources, including curriculum.

**WorkinfoNET**
http://www.gov.nf.ca/nlwin/No_Frames/Home/2HOME.HTM
This site, developed by the government of Newfoundland and Labrador, Canada, offers information and guidance on occupations and career, workplace issues and supports, and career and employment training.

**CERTIFICATION INFORMATION**

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Approved/Revised 10/30/07
Information on State Credentialing
http://www.nbcc.org.states/info.htm
The National Board for Certified Counselors maintains a listing of state credentialing information for the country.

State Certification and Licensure Guidelines for School Counselors
http://members.delphi.com/psychoh815/index.html
The American Counselors Association provides this state by state information.

New Hampshire Certification Guidelines
http://www.ed.state.nh.us/Certification/teacher.htm
This New Hampshire Department of Education web site includes detailed information about the certification process, alternative certification processes, and requirements. Forms are available to download.

COLLEGE COUNSELING

College Board
http://www.collegeboard.com/
The College Board site connects students to colleges and opportunities such as planning for college, taking the tests (SAT and others), Finding the right college, Getting into college, and Financial Aid.

Hobson’s College View
http://www.collegeview.com
Hobson’s offers online college search, campus events, books and articles, financial aid and scholarship information, career planning tools, and services for counselors.

New Hampshire Higher Education Assistance Foundation
http://www.nhheaf.org
The NHHEAF Network does more than help students and parents with college financing. They have program to assist teacher and counselors with helping students think about about their futures early, workshops about college and career planning for counselors and for students and parents, and many other resources.

Peterson’s College Guide
http://www.petersons.com/
The developers of the well-known college guide have provided website services for guidance counselors, students, parents, and admissions officers.

Preparing Your Child for College
http://www.ed.gov/pubs/Prepare/index.html
This full text on-line publication, a resource guide for parents, includes sections on preparing for, choosing, and financing a college education, long-range planning, and career planning.

Think College Early
http://www.ed.gov/thinkcollege/early/tce_home.htm
The U.S. Department of Education initiative of college counseling for middle school age students is supported by a web site full of ideas, information, planning tools, and resources.
COUNSELOR EDUCATION PROGRAMS

Directory of CACREP Accredited Programs
http://www.counseling.org/CACREP/directory.htm
The Council for Accreditation of Counseling and related Educational Programs lists the accredited programs in each state.

COUNSELING INFORMATION ONLINE

American Psychological Association
http://www.apa.org/pubinfo/
The Public Affairs Office of the APA has prepared resources to provide information on mental health and psychological issues collected into topical groups of health information, family, and the mind-body connection. Articles cover such topics as: "Depression and Psychotherapy", and "Controlling Anger Before it Controls You".

Career and Personal Planning
http://www.bced.gov.bc.ca/irp/
The British Columbia (Canada) Ministry of Education has compiled an extensive curriculum plan for personal and social development K-12, which they call career and personal planning. This Integrated Curriculum Package contains learning outcomes, suggested ideas for instruction, a list of recommended learning resources (books, videos, electronic resources) and possible methods for evaluating students’ progress. This is one of my favorite guidance curriculum sites and I have sought and obtained written permission from the BC Ministry of Education for New Hampshire Guidance Counselors to download, duplicate, and use any information from this site. Follow the link from "Integrated Resource Packages" to "Career and Personal Planning", and then to any specific grade level. This is an extensive site!

Center for School Mental Health Assistance
http://csmha.umaryland.edu
CSMHA’s mission is assisting programs and individuals involved in or interested in advancing school mental health programs. Assistance is provided by phone, email, or at CSMHA sites.

Chuck Eby’s Counseling Resources
http://www.cybercomm.net/~chuck/guide.html
The links listed here provide a number of Counseling and Guidance resources for students, parents, and counselors, such as college information, financial aid information, sources for study skill help, career information, resources for parents, and resources for counselors.

Counseling Center Index Page
http://ub-counseling.buffalo.edu/index.shtml
The Student Health Center Counseling Center of the University of buffalo lists some useful information on their site including self-help materials (pamphlets for students) that would be appropriate for High School students. These self-help materials deal with topics such as Anxiety, Stress, Relationships, Alcohol & Drugs, Overcoming Depression, Preventing Suicide, Rape, Abuse, and Violence, Coping with Death and Grief, Health, Diet, and Body Image, Study Skills, and other resources.

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Counseling Center Village
http://www.ub-counseling.buffalo.edu/ccv.html
The University of New York at Buffalo sponsors this site, which is made up of many home pages and other web resources created by college and university counseling centers around the world.

Counseling Resources on the Internet
http://www.csun.edu/~hfedp001/links.html
The California State University at Northridge Department of Educational Psychology and Counseling has included links to Professional Organizations, Counseling Theories Webpages, Counselor Education Departments, Mental Health Links, Prevention Resources, Multicultural Counseling Resources, Career Counseling Resources, Family Counseling Resources, and others, including the American Association for Therapeutic Humor.

Crisis Counseling
http://www.crisiscounseling.org/
The Mentor research Institute Crisis Counseling page offers links and articles free for your information and use. Links lead to pages about effective crisis intervention, abuse and violence, suicide and self-hurting, drugs and alcohol, teenage runaways, and gangs, and others.

Curriculum Links for Guidance Counselors
http://www.esu16.k12.ne.us/curriculum/guidance.html
This page of useful links comes from the Nebraska Educational Service Unit #16. It includes career, behavioral, and mental health information, and links to the home page offer other types of educational information.

Discipline Help – You Can Handle Them All
http://www.disciplinehelp.com/
This web site is a free discipline resource from the MASTER Teacher learning center. A link to "Solutions for Handling 117 Misbehaviors" brings you to a tool that presents a step-by-step approach to changing inappropriate student behaviour to appropriate behaviour. The belief behind these methods is that "a program of discipline must teach self-discipline". NOTE: Some people have found these solutions equally effective with adult behaviors.

Dr. Bob’s Mental Health Links
http://www.dr-bob.org/mental.html
This page of mental health links is geared toward professionals in the field but has information for all, including a virtual en-psych-lpedia, psychopharmacology tips, and a link to psycho-babble.

Effective Collaboration and Practice – Special Education
http://www.air.org/cecp/
The Center for Effective Collaboration and Practice describes their mission as "Improving services for children and Youth with Emotional and Behavioral Problems, helping communities create schools that promote emotional well-being and safe learning, and supporting effective collaboration at a local, state, and national level." This web site contains an extensive list of resources to support their mission.

ERIC Counseling and Student Services Clearinghouse
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The Educational Resources Information Center Counseling and Student Services Clearinghouse (ERIC/CASS) is one of the original ERIC sites, established in 1966 by Dr. Garry R. Walz at the University of Michigan. Its scope includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development. Although ERIC has gone through some changes in the past year, there should be links to the new sites.

Guidance Resources Homepage
http://www3.dist214.k12.il.us/guidance/index.html
This information has been compiled by an Illinois High School Guidance Counselor to assist guidance counselors and high school students with planning for the future and with other guidance issues. Categories include Career Planning, General Post Secondary Information, General Financial Aid, Test Preparation, Special Education Issues, Personal Counseling Issues, Information on Specific Careers, College Home Pages, Scholarship Information. Study Skills, resources for Athletes, and College Information.

HE@LTH
http://www.athealth.com
Athealth.com is a site that provides information on a variety of mental health issues and conditions. Their motto is: Mental Health Touches Everyone. This site includes the latest information on mental health for both practitioners and consumers, and a weekly newsletter.

International Counselor Network
http://www.members.home.net/ruste/icn.html
The International Counselor Network (ICN) was started to cut down on the isolation felt by many counselors who do not have the time to connect with colleagues. The contact person reached by this link is a professional elementary school counselor, although all types and disciplines of counselors are members of this group. ICN members share ideas, resources, and discussions about counseling issues.

International Society for Mental Health Online - WebPsych
http://www.ismho.org/webpsych/
The WebPsych Partnership has set up this web site index to make it easy for both professional and lay people to find useful and timely information about a variety of counseling and psychology webpages.

Internet Mental Health
http://www.mentalhealth.com/main.html
The purpose of this website is "improve understanding, diagnosis, and treatment of mental illness throughout the world." Links lead to information on the 54 most common mental disorders, web community message boards for sufferers of particular illnesses, information on medications, magazines, diagnoses, research, and links to other sites.

Lorrie’s Links
http://www.portup.com/~lburhans/leftcol.html
This regularly updated collection of Guidance and Counseling Resources for school counselors, parents, and students offers a large list of links to more links on topics such as school guidance, alcohol and adolescents, career exploration, counseling/psychology, and college resources.
Mental Help Net  
http://www.mentalhelp.net/  
This award-winning guide to mental health, psychology, and psychiatric information lists links to current research and articles, resource links, diagnostic criteria, medication information, and other services.

Positive Behavioral Interventions and Supports  
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been established by the Office of Special Education Programs, US Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Brief fact sheets, called Positive Behaviour Support Practices describe effective practices in a variety of behavioral areas.

Psych Central  
http://psychcentral.com  
Psych Central is Dr. John Grohol’s Mental Health Page offering mental health and psychology resource links, automated diagnostic quizzes, articles and essays, and book reviews.

Psych Web  
http://www.psychwww.com/  
This web site contains psychology-related information for students and teachers of psychology, including Books online, Brochures, APA Style resources, a Find Anything page, and Psychology Journals on the web.

Psychsight Articles by Robert Caldwell  
http://www.psychsight.com/article.html  
This site contains full text articles on specific counseling issues such as abuse, depression, shame, relationships, making choices, and others.

School Psychology: Counseling Internet Resources  
http://library.scsu.ctstateu.edu/schlpsycbib.html  
The Southern Connecticut State University annotated bibliography of Internet resources was created to be a practical guide for school counselors, school psychologists, parents, and students. The sites contained within the bibliography were primarily chosen for their value, timeliness, and subject specialty.

Student Counseling Virtual Pamphlets  
http://counseling.uchicago.edu/vpc/virtulets.html  
The University of Chicago Student Counseling and Resource Service has developed and posted a collection of pamphlets for students on various counseling issues. This extensive list was written with the Chicago University student in mind, so the write-ups may refer to services available only to students at that university. However, the topic information is good, and may be useful for guidance counseling office handouts.

Youth Suicide Prevention Programs: A Resource Guide  
The National Center for Injury Prevention and Control has developed this resource guide to help identify the most effective strategies and model programs for youth suicide prevention. It includes information on School Gatekeeper Training, Prevention Programs, and recommendations.

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Zeal Personal Health: Mental Health
http://www.zeal.com/PersonalHealth/Mental_Health/
This website is listed from the pages of The Counseling Zone, a network for mental health professionals and graduate students. It lists 17 subcategories and 21 websites.

EDUCATIONAL INFORMATION

American School Directory
http://www.asd.com/
This site, designed to connect families and schools, contains the "vital information on all 108,000 K-12 schools in America". Links take you to school calendars, menus, contact information, wish lists, and student artwork. Also offered are links for teachers such as classroom activities and Certificate Maker.

Busy Teachers’ Website K-12
http://www.ceismc.gatech.edu/busyt/welcome.html
This site is designed to provide teachers with direct source materials, lesson plans, and classroom activities for all grade levels on subjects ranging from Archaeology to Social Studies. There is a section for HS Guidance Counselors also.

KidSource Online
http://www.kidsource.com
The KidSource site has a variety of offerings for educators, school counselors, and parents, such as the full text article: "Helping Your Child with Homework," and discussion groups on Gifted, Learning disabilities, Medical and health problems, Teen years, Computers and kids, and Safety and nutrition.

Middle Web
http://www.middleweb.com/
Middle Web is a site exploring the challenges of middle school reform, and "brimming with resources" for educators and parents. Follow the Links to "our Favorite General Resources" or any of the other categories for some wonderful research, articles, and Internet resources. This is one of those deep sites where links lead to links lead to more links.

National School-to-Work Learning Center
http://www.stw.stw.ed.gov/
The main page of the National STW site lists links for educators, employers, labor, parents, partnerships, and students.

NCREL
http://www.ncrel.org/info/sitemap.htm
The North Central Regional Educational Laboratory index page lists a number of links to educational information, including a link to "School and Community" which results in a Safe Learning Communities: Strategies and Resources page with links to data and research on school violence and safety, resources for schools, parents, students, and communities on violence prevention, and other.

Pathways to School Improvement
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Pathways to School Improvement, a site of the North Central Regional Educational Laboratory, is a huge and all inclusive source of information on meaningful learning. Topic headings include assessment, at-risk, curriculum, early childhood, goals and standards, governance, instruction, integrated services, leadership, learning literacy, math, parent and family involvement, preservice education, professional development, safe and drug free, school to work, science, technology, and others.

Student Support Services
http://www.gov.nf.ca/edu/Divisions/SSS.htm
The student Support Services Division of the Ministry of Education for Newfoundland and Labrador is responsible for special education programming, guidance services, student retention, and other special services. The links to "Pathways Forms" provide extremely clear forms for documenting pre-referral interventions and adaptation plans. This home page also, under "Publications", links to complete and extensive guidance documents on such topics as "Profiling the Needs of Children and Youth", "Discipline, School Violence, & Safe School Teams", "Balancing Student’s Rights and Responsibilities for Primary, Elementary, Intermediate, and Senior High", and Child Maltreatment".

US Department of Education
http://www.ed.gov/
The USDOE website lists numerous links and a wealth of information on an enormous number of topics. By linking to "Gateway to Educational Materials" or "Publications & Products", counselors can access such items as: High School Counselor’s Handbook" "Grant Application for Elementary School Counseling Demonstration Program", "Early Warning, Timely Response: A Guide to Safe Schools", and many others. Some products and publications are free of charge.

ETHICAL STANDARDS AND GUIDELINES

ACA Code of Ethics
http://www.consling.org/resources/codeofethics.htm
The American Counseling Association Code of Ethics and Standards of Practice are contained here.

ASCA Ethical Standards
http://www.schoolcounselor.org/ethics/index.htm
The American School Counselors Association lists their standards and resources available from the Ethics Committee.

National Standards for School Counselors
http://www.schoolcounselor.org/national.htm
This site gives information on the National Standards for School Counseling Programs from the American School Counselors Association.

NBCC Code of Ethics
http://www.nbcc.org/ethics/nbcc-code.htm
The National Board for Certified Counselors web site contains the NBCC Code of Ethics, Standards for the Ethical Practice of WebCounseling, and Standards for the Ethical Practice of Clinical Supervision.
GRANTS AND FUNDING SOURCES

Grant Opportunity Resources
This site is a resource for information and expertise on grant writing.

Grants Web
http://www.sraininternational.org/cws/sra/resource.htm
The Grants Web site contains links to many other grants-related Internet sites and resources. They include funding opportunities, data bases, professional activities, and policy issues.

THEORIES OF COUNSELING

Behavior Online
http://www.behavior.net/
This site provides resources for Applied Behavioral Science Professionals. It includes discussion groups on a variety of mental health subjects including creative arts therapies, organizational development, meditation in therapy, law, ethics, and psychotherapy, as well as several specific theories of counseling.

California State University Links to Theories and Institutes
http://www.csun.edu/~hfedp001/links.html#anchor000000
This is a list of websites containing information about different counseling theories.

FAMILY COUNSELING

National Parent Information Network
http://npin.org/
This site provides links and research-based information about parenting and family involvement in education. It is maintained by the ERIC research system.

ON-LINE JOURNALS

AskERIC
http://askeric.org/
Educational information in the form citations to documents and journal articles, as well as resources on a variety of educational issues, including counseling.

APA Journals
http://journals.apa.org/
This page offers full text articles for featured scientific and professional journals of the American Psychological Association. It includes prevention and treatment journal articles on school-age children.

Links to Psychological Journals
http://www.psychwww.com/resource/journals.htm
This index provides general journal information, tables of content, abstracts, and some full text articles of approximately 1,500 psychology and social science journals.

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Psychwatch Online Journals
http://www.psychwatch.com/journalpage.htm
This comprehensive list of psychological journals provides abstracts, full text articles, and information.

PROFESSIONAL ORGANIZATIONS

American Counseling Association
http://www.counseling.org/
The ACA is a not-for-profit, professional and educational organization whose mission is to promote the development of professional counselors, advance the counseling profession, and to use the profession and practice of counseling to promote respect for human dignity and diversity. The ACA provides leadership training, publications, continuing education opportunities, and advocacy.

American School Counselor Association
http://www.schoolcounselor.org/
ASCA is the national organization that represents the profession of school counseling by focusing on professional development, enhancing school counseling programs, and researching effective school counseling practices.

National Board for Certified Counselors
http://www.nbcc.org/
NBCC® is an independent, non-for-profit credentialing body that monitors a national certification system to identify for professionals and the public those counselors who have sought and obtained certification. It maintains an informative newsletter and promotes and verifies continuing education for counselors.

American College Counseling Association
http://www.collegecounseling.org/
ACCA is a division of the American Counseling Association. It’s member base is made up of counselors in the higher education, college, university, community, and technical college settings whose purpose is fostering student development.

National Career Development Association
http://ncda.org/
NCDA is a division of the American Counseling Association and provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

Association for Specialists in Group Work
http://asgw.educ.kent.edu/
ASGW was founded to promote quality in group work training, practice, and research both nationally and internationally.

American Association for Marriage and Family Therapy
http://www.aamft.org/
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AAMFT is the professional organization for the field of marriage and family therapy, representing the professional interests of more than 23,000 counselors throughout the United States, Canada, and abroad.

**International Association of Marriage and Family Counselors**
http://www.iamfc.org/
IAMFC is an organization that promotes excellence in the practice of family counseling by creating and disseminating publications and media products, providing a forum for exploration of family-related issues, and emphasizing collaborative efforts.

**Association for Counselor Education and Supervision**
http://www.siu.edu/~epse1/aces/
ACES emphasizes the need for quality education and supervision of counselors in all work settings, through accreditation processes and professional development activities.

**American Association of Pastoral Counselors**
http://www.aapc.org/
AAPC represents and sets professional standards for pastoral counselors and pastoral counseling centers. Pastoral Counselors are certified mental health professionals who have had in-depth religious and/or theological training.

**Association for Counselors and Educators in Government**
http://www.voled.com/org/aceg/index.htm
ACEG is an association for counseling and education professionals whose work settings are in government or military related agencies.

**Association for Gay, Lesbian, and Bisexual Issues in Counseling**
http://www.aglbic.org/
This division of ACA promotes education for mental health service providers about issues confronting gay, lesbian, bisexual, and transgender individuals.

**Association for Multicultural Counseling and Development**
http://www.edap.bgsu.edu/AMCD
AMCD provides global leadership, research, training, and development of multicultural counseling professionals with a focus on racial and ethnic issues.

**American Mental Health Counselors Association**
http://www.amhca.org/
AMHCA strives to enhance the professional of mental health counseling through advocacy, education, and professional development. This organization also provides information and standards on credentialing in this field.

**National Association of Cognitive Behavioral Therapists**
http://www.nacbt.org/
NACBT is an organization dedicated solely to the teaching and practice of cognitive-behavioral psychotherapy, to supporting practitioners, and to setting standards for credentialing that enable the general public to be confident that they will receive quality CBT from certified members.

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National Association for College Admission Counseling
http://www.nacac.com/index.html
This organization for college admissions counselors links members to college fairs, national conferences, professional development, education and technology, and other resources.

National Institute on Mental Health
http://www.nimh.nih.gov/
NIMH is the component of the National Institutes of Health charged with generating the knowledge needed to understand, treat, and prevent mental illness.

RESEARCH/PUBLICATION

Aplus Research & Writing for High School and College Students
http://www.ipl.org/teen/aplus/
This site from the Internet Public Library list step by step guides, information search instructions and engines, and links to great online resources for research and writing.

Publishing Educational Research
http://www.aera.net/epubs/howtopub/
The American Educational Research Association maintains this site of guidelines and tips.

APA Style Resources
http://www.psychwww.com/resource/apacrib.htm
This WebPage offers links to American Psychological Association Manuscript Style guides and help sheets - very useful for classes.

APA Documentation Guide
http://juno.comcordia.ca/faqs/apanetscape.html
This guide provides students with a basic introduction to APA citation sytle for term papers. It is based on the Publication Manual of the American Psychological Association, 4th edition.

Electronic Reference Formats Recommended by the American Psychological Association
http://www.apa.org/journals/webref.html
Information on how to cite documents retrieved from the Internet.