

# **SUL ROSS STATE UNIVERSITY**

## **ED 5315: ASSESSMENT IN COUNSELING**

SUMMER II 2015

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By appointment and online

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**Please read the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact me for clarification.**

### **REQUIRED TEXT**

Whiston, S. (2009). Principles and applications of assessment in counseling, 4th edition. Belmont, CA; Brooks/Cole.

American Psychological Association (2009). The publication manual of the American Psychological Association. Sixth Edition. Washington, D.C. American Psychological Association.

### **COURSE DESCRIPTION**

This course provides an introduction to testing and assessment for use in counseling individuals and groups, including: basic psychometric theories and approaches to appraisal; psychometric statistics; factors influencing appraisals, data and information gathering; and use of appraisal results in the helping process. Also addresses test selection, test administration, and the dynamics of test interpretation.

### **COURSE OBJECTIVES**

Students will:

1. become familiar with the general purposes of appraisal.
2. develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques.
3. learn to interpret different psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
4. develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling.
5. compare and contrast different methods for estimating reliability, including methods for establishing stability, internal, and equivalence reliability.
6. develop a knowledge base concerning different methods for establishing validation evidence, including content, criterion-related, or empirical, and construct validity.
7. develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment.
8. become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment.

9. understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status.
10. discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
11. describe the major concepts related to report writing.
12. evaluate the advantages and disadvantages of technological applications in appraisal.
13. understand ethical and legal considerations related to assessment and appraisal data.

## **TEXES STANDARDS**

### **School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

### **School Counselor Standard II**

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

### **School Counselor Standard III**

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

### **School Counselor Standard IV**

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

## **TEXES COMPETENCIES**

TEXES competencies addressed in this course are:

**Competency 001, Human Development:** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, which meets the needs of all students.

**Competency 002, Student Diversity:** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003, Factors Affecting Students:** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 006, Counseling:** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007, Assessment:** The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008, Collaboration with Families:** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009, Collaboration with Others in the School and Community:** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010, Professionalism:** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **PROGRAM LEARNING OUTCOMES**

**This Course Contributes to the Following Required Program Learning Outcomes:**

1. Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

## **REQUIREMENTS**

Students will:

- participate in Blackboard discussions.
- complete reading assignments and **study** the material **prior** to completing assignments.
- complete written assignments.
- complete quizzes.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

## **EVALUATION**

Quizzes	40% (480 points)
Discussion Board	25% (160 points)
DSM Disorder Paper	35% (100 points)

Course Grades:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

## **CLASS POLICIES**

**Attendance Policy:** You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session may result in the student being dropped from the course by the professor.

### **NO LATE WORK WILL BE ACCEPTED**

All work should be **double spaced and in APA style, Times New Roman 12 pt. font.**

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be prepared and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **ASSIGNMENT DESCRIPTIONS**

### ***1. Chapter Quizzes: (40% of overall grade)***

There will be 16 chapter quizzes, each will consist of 15 multiple-choice questions, **worth 30 points each**. There is a 30 minute time limit for taking each quiz and you must complete the quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. **You MAY NOT collaborate on the chapter quizzes.** To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Quiz answers will be provided after all students have taken each quiz.

Chapter Quizzes are available and you may take them in advance of the due date listed, however, you must complete each quiz by 12:00 a.m. (midnight) on the day they are due.

## ***2. Discussion Board Activities: (25% of overall grade)***

Each **chapter** requires you to complete **one discussion board POST and one RESPONSE to a fellow classmate.** Discussion board POSTS and Responses are due each week by 12:00 a.m. (midnight) on Saturday. Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points, grand total for each chapter =20 points, grand total for each week=40 points.

## ***3. Written Paper (35% of overall grade)***

**General Format for Written Work.** This paper must be typed using one-inch margins, 12-point type, and double line spacing, have all pages numbered beginning with the title page, and be edited for spelling and grammar. I encourage you to have someone else proofread your work. **NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade.**

A list of numerous disorders defined in the *Diagnostic and Statistical Manual—Fifth Edition* (DSM-5) is posted within the “assignments” tab. Choose a diagnosis and then email me and confirm the diagnosis that you have chosen.

1. Present your findings in a **six to seven page paper.**

- Research your chosen disorder and provide a thorough discussion of the disorder;
- Focus on how the disorder affects an individual’s life, and
- address treatment rationale and efficacy.

**DO NOT** reproduce the diagnostic criteria for the disorder as listed in the DSM-5—discuss it in more general terms.

2. Reliable and good references are crucial to scholarly writing. Review **current** writings using **professional journals** such as *The Journal of Counseling and Development* and *the Journal of Educational Psychology*.

**SCHEDULE** (Subject to change at discretion of instructor)

Read the textbook assignments and **study** the material **PRIOR** to participation.

**SRSU Disability Services:** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

**Course Calendar –Assignment Schedule – Summer 2015**

**ED 5315: ASSESSMENT IN COUNSELING**

**Week 1**

**Chapters 1, 2, 3, and 4**

**Discussion Board: Chapters 2 and 4-Due Sat. July 18**

**Quizzes: Chapters 1, 2, 3, and 4-Due Sun. July 19**

**Week 2**

**Chapters 5, 6, 7, and 8**

**Discussion Board: Chapters 6 and 8-Due Sat. July 25**

**Quizzes: Chapters 5, 6, 7, and 8-Due Sun., July 26**

**Week 3**

**Chapters 9, 10, 11, and 12**

**Discussion Board: Chapters 10 and 12-Due Sat. August 1**

**Quizzes: Chapters 9, 10, 11 and 12-Due Sun. August 2**

**Final Paper- DSM Disorder due, Wednesday, August 5**

**Week 4**

**Chapters 13, 14, 15 and 16**

**Discussion Board: Chapters 14 and 15-Due Sat. August 8**

**Quizzes: Chapters 13, 14, 15 and 16-Due Sun. August 9**