

# **SUL ROSS STATE UNIVERSITY**

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

SUMMER II 2019

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Office Hours: By Appointment – Please email with concerns and/or need to speak with me via phone to schedule a time.

**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**

Watson, J. and Flamez, B. (2015). Counseling Assessment and Evaluation: Fundamentals of Applied Practice California: Thousand Oaks, CA: Sage Publications.

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.

## **STUDENT 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.

### **Distance learning (Online) Absences Statement**

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email, and/or
- not following the instructor's participation guidelines stated in the syllabus

### **For web courses**

1. Place the following statement on your syllabus:

*Distance Education Statement:* Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**NOTE: NO LATE WORK WILL BE ACCEPTED**

### **PARTICIPATION REQUIREMENT**

**Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)**

**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.

**Writing Style.** APA writing format is required. Written assignments 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, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive an additional reduction in grade.**

### **Writing Programs: Smarthinking and SafeAssign**

**You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.**

**Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.**

### **Smarthinking**

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

### **The Critique Process:**

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar

and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

### **About Smarthinking Tutors:**

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of

academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

## **SafeAssign**

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

## **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 **even 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.

## **ADA (Americans with Disabilities Act)**

1. Include a statement related to accommodating students with disabilities. *Sample: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking*



*accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) .*

## **Course Calendar –Assignment Schedule – Summer 2019**

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

#### **Week 1**

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

**Discussion Board: Chapters 2 and 4-Due Sat. July 13**

**Quizzes: Chapters 1, 2, 3, and 4-Due Sun. July 14**

#### **Week 2**

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

**Discussion Board: Chapters 6 and 8-Due Sat. July 20**

**Quizzes: Chapters 5, 6, 7, and 8-Due Sun., July 21**

#### **Week 3**

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

**Discussion Board: Chapters 10 and 12-Due Sat. July 27**

**Quizzes: Chapters 9, 10, 11 and 12-Due Sun. July 28**

**Final Paper- DSM Disorder due, Sunday, August 4**

#### **Week 4**

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

**Discussion Board: Chapters 14 and 16-Due Sat. August 10**

**Quizzes: Chapters 13, 14, 15 and 16-Due Sun. August 11**