

SUL ROSS STATE UNIVERSITY
ED 5315: ASSESSMENT IN COUNSELING

Summer II 2023

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Office Hours: By appointment (Please email/text to make an appointment)

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 and Flamez (2015). Counseling Assessment and Evaluation: Fundamentals of Applied Practice. Thousand Oaks, California: 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. In addition, addresses test selection, test administration, and the dynamics of test interpretation.

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.

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

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

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

Standard III. Learner-Centered Process: The certified 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.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

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.

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	35% (640 points)
Discussion Board	20% (320 points)
Topical Research Paper	25% (100 points)
DSM Disorder Paper	20% (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, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor. **Check your Sul Ross email daily.**

LATE ASSIGNMENTS ARE NOT ACCEPTED.

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.

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 the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

ASSIGNMENT DESCRIPTIONS

1. Chapter Quizzes: (35% of overall grade)

There will be 16 chapter quizzes worth 30 points each. Each quiz is timed (30 minutes) and you must complete each 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. Answers will not be provided until 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 each is due. Each quiz will consist of 15 multiple –choice questions.

2. Discussion Board Activities: (20% of overall grade)

You will be responsible for **one discussion board Post and one Response for each chapter.** Discussion board Posts are due by 12:00 a.m. (midnight) on Saturday. **Discussion board Responses** are due by 12:00 a.m. (midnight) on Monday of the following week (With the exception of the week following Spring Break). Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points=20 points total.

3. Written Papers (45% of overall grade)

General Format for Written Work. Papers must be typed using **APA format.** Which includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. SafeAssign, is used to assist with plagiarism prevention. **NOTE: Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade.** Along with your APA manual, <http://www.apastyle.org> is a good reference web site for APA guidelines.

Typically, each paragraph will have at least one cited source. Even if you have re-written the information in your own words you must cite the source. If the information is not 100% from you, you must cite a source.

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.

DSM Disorder Paper (20% of grade)

Due Date: Sunday, July 30, 12:00(midnight, CST)

A list of numerous disorders defined in the *Diagnostic and Statistical Manual (DSM)* is posted within the “research papers” tab. **Choose a diagnosis and then email me Saturday, July 15 and confirm the diagnosis that you have chosen.**

1. Present your findings in a **five to six page paper (which excludes title page and reference page).**

- 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, 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*. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

Topical Research Paper (25% of grade).

Due Date: Sunday, August 6, 12:00 (midnight, CST)

1. Present your findings in a **six to eight page paper (which excludes the title page and reference page).**

Some current hot topics regarding assessment that are on the forefront of scholarly discourse right now are:

- The use of technology and assessment software to fulfill assessment needs
- Preventing over-assessment
- Multicultural assessment
- Accountability and the occurrence and general value of one-size-fits-all assessment
- Federal/ State mandated assessment as opposed to homegrown
- Individualized assessment initiatives that can't be compared easily across departments, institutions, states, and countries

These are just a few examples, you may choose a different important topic regarding assessment. If you have concerns, contact the instructor and we will discuss.

2. Once again, reliable and good references are crucial to scholarly writing. Review **current** writings on the topic using **professional journals (not books)** such as *The Journal of Counseling and Development*, *Measurement and Evaluation in Counseling and Development*, or *Journal of Educational Psychology*. The one text you may use as a reference is your course textbook. Do not use unreliable web sources or sources such as dictionaries or Wikipedia.

NOTE: LATE ASSIGNMENTS ARE NOT ACCEPTED**Week 1-Due 12:00(midnight)**

Chapters 1, 2, 3, and 4

Discussion Board: Chapters 1, 2, 3, and 4 - Due Sat, July 15 – **Email DSM Diagnosis**

Quizzes: Chapters 1, 2, 3, and 4 - Due Sun, July 16

Week 2-Due 12:00(midnight)

Chapters 5, 6, 7, and 8

Discussion Board: Chapters 5, 6, 7, and 8 - Due Sat, July 22

Quizzes: Chapters 5, 6, 7, and 8 - Due Sun, July 23

(DSM Disorder Paper - Due Sun, July 30)

Week 3-Due 12:00(midnight)

Chapters 9, 10, 11, and 12

Discussion Board: Chapters 9, 10, 11 and 12 - Due Sat. July 29

Quizzes: Chapters 9, 10, 11 and 12 - Due Sun. July 30

DSM Disorder Paper Due - Sun, July 30

(Topical Research Paper - Due Tues, August 8)

Week 4-Due 12:00(midnight)

Chapters 13, 14, 15 and 16

Discussion Board: Chapters 13, 14, 15 and 16 - Due Sat. August 5

Quizzes: Chapters 13, 14, 15 and 16 - Due Sun August 6

Topical Research Paper – Due Tues, Aug 8

Important Dates

July 10, Monday

- First day of classes, session II
- Last day to receive 80% refund for students withdrawing from the institution, session II

July 11, Tuesday

- Last day to receive 50% refund for students withdrawing from the institution, session II

July 13, Thursday

- Fourth class day, session II (census)
- Last day for instructor initiated drop for excessive absences, full term. Must reach the college dean's office by 4 p.m. on July 13th

July 25, Tuesday

- Last day to drop a full-term course with a "W". Must reach the college dean's office by 4 p.m. on July 25th

July 27, Thursday

- Mid-term, session II
- Last day for instructor initiated drop for excessive absences, session II. Must reach the college dean's office by 4 p.m. on July 27th

August 2, Wednesday

- Last day to drop a session II course with a 'W'. Drops must be processed and in the University Registrar's office by 4 p.m.

August 10, Thursday

- Final Examinations, end of term, full term and session II