



## EDSR 5315 Assessment in Counseling Fall 2023

### Instructor Information:

Dr. Monica Gutierrez

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**On Campus Office Hours:** Available for virtual assistance via Collaborate Ultra or email: [monicag@sulross.edu](mailto:monicag@sulross.edu) 10:00 am – 8:00 pm Mondays through Fridays

Available at other times and face to face by appointment

### Course Description:

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. Prerequisite: EDSR 5314

### Text:

- **Principles and Applications of Assessment in Counseling, 5th Edition**
- **Susan C. Whiston** - Indiana University

- ISBN-10: 1305271483
- ISBN-13: 9781305271487

### Class Sessions:

Internet

### Course Requirements and Grading:

- |  |   |
|--|---|
| ✓ Mid-semester and Final exams<br>15% each – (30%) | A = 90-100%<br>B = 80-89%<br>C = 70-79%<br>D = 60-69%<br>F = 59 and ↓ |
| ✓ Assessment Presentation (Chapters 7-11) – 15%    |   |
| ✓ Blackboard and Activities – 45%                  |   |
| ✓ Test Review – 10%                                |   |

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Total of 100%

## STUDENT LEARNING OUTCOMES

The student will demonstrate that he/she is able to:

1. Understand basic assessment principles related to standardized assessments.

*Assessments:* Exams, Presentation, Blackboard Assignments, Test Review

2. Work to contribute to their understanding of the course material related to standardized assessments by completing weekly Blackboard assignments and by posting them to the Discussion Board so that class members share in their understanding and learning.

*Assessments:* Blackboard Assignments

3. Work and utilize resources and materials and will research an assessment related to chapters 7-11 and will ultimately submit a PowerPoint presentation covering all of the basic principles and utilization of the chosen assessment.

*Assessments:* Presentation

4. Take formal and informal assessments and will use the information to become familiar with such assessments, as well as to gather personal insight based on their own results.

*Assessments:* Blackboard Assignments, Exams

5. Conduct a test review by investigating an assessment and finding out whether it is helpful or harmful (or both), to the population it is serving and will write a paper related to their findings.

*Assessments:* Test Review

## **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.

## **Counseling Program Objectives: Student Learning Outcomes**

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ✿ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ✿ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ✿ Comprehend the role and function of the counselor in a variety of work settings.
- ✿ Know and apply the professional standards of practice and the relevant code of ethics.
- ✿ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ✿ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ✿ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ✿ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ✿ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

### **COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

### **DISTANCE LEARNING 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. 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.

### **ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting 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.

### **SAFE ASSIGN:**

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.

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

#### **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 has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Scwartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

## **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**

Texas 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.

## TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
August 28	Introductions/Syllabus/Course Description, Expectations
September 3	Discussion Board <b>Due</b>
September 4	<b>Labor Day Holiday</b>
September 5	Chapter 1 <ul style="list-style-type: none"><li>• History of Assessment</li></ul>
September 10	Discussion Board Due
September 11	Chapter 14 <ul style="list-style-type: none"><li>• Ethics and Legal Issues</li><li>• Privacy, results, confidentiality</li></ul>
September 17	Discussion Board <b>Due</b>
September 18	Chapter 2 (you will need a calculator) <ul style="list-style-type: none"><li>• Norm and Criterion-Referenced</li><li>• Measurement Scales</li><li>• Frequency Distribution</li><li>• Measures of Central Tendency</li></ul>
September 24	Discussion Board <b>Due</b>
September 25	Chapter 2 (cont.) (you will need a calculator) <ul style="list-style-type: none"><li>• Measures of variability</li><li>• Normal Distribution</li><li>• Types of scores</li></ul>
October 1	Discussion Board <b>Due</b>
October 2	Chapter 3 <ul style="list-style-type: none"><li>• Reliability</li><li>• Standard error of measurement &amp; difference</li></ul> Chapter 4 <ul style="list-style-type: none"><li>• Validity</li><li>• Item Analysis</li></ul>
October 8	Discussion Board <b>Due</b>



October 9	Chapter 5 <ul style="list-style-type: none"> <li>• Selection of an Assessment Instrument</li> <li>• Administering Assessment Instruments</li> </ul> Chapter 6 <ul style="list-style-type: none"> <li>• Initial Assessment</li> </ul>
October 15	Discussion Board <b>Due</b>
October 16	Chapter 16 <ul style="list-style-type: none"> <li>• Technology</li> <li>• Future Trends</li> </ul> Chapter 15 <ul style="list-style-type: none"> <li>• Issues related to Special Pops</li> </ul>
October 22	Discussion Board <b>Due</b>
<b>October 22/23</b>	<b>MIDTERM</b>
October 23	Chapter 7 <ul style="list-style-type: none"> <li>• Intelligence and General Ability Testing</li> </ul> <b>Chapter 7 Presentations</b>
October 29	Discussion Board <b>Due</b>
October 30	<b>Test Review Due</b>
	Chapter 8 <ul style="list-style-type: none"> <li>• Measuring Achievement and Aptitude</li> </ul> <b>Chapter 8 Presentations</b>
November 5	Discussion Board <b>Due</b>
November 6	Chapter 9 <ul style="list-style-type: none"> <li>• Assessment in Career Counseling</li> </ul> <b>Chapter 9 Presentations</b>
November 12	Discussion Board <b>Due</b>
November 13	Chapter 10 <ul style="list-style-type: none"> <li>• Appraisal of Personality</li> </ul> <b>Chapter 10 Presentations</b>
November 19	Discussion Board <b>Due</b>
November 20	THANKSGIVING
November 27	Chapter 11 <ul style="list-style-type: none"> <li>• Assessment in Marriage and Family Counseling</li> </ul> <b>Chapter 11 Presentations</b>
December 3	Discussion Board <b>Due</b>
December 4	Chapter 12 <ul style="list-style-type: none"> <li>• Using Assessments</li> </ul> Chapter 13 <ul style="list-style-type: none"> <li>• Assessment and Diagnosis</li> </ul>
December 10	Discussion Board <b>Due</b>

**December 11**

**FINAL EXAM**

## **ASSIGNMENTS AND REQUIREMENTS**

### **IMPORTANT:**

I realize that some of you may not be in the counseling field and the book is about Assessments in Counseling. However, the assessment principles are the same whether in counseling or in another field. THEREFORE, answer your questions from the perspective of the field that you are in or that you are going into. If you are not a counseling major, do not quote the book and answer from the field of counseling!

### **Exams: 30%**

There will be a total of 2 exams. Each exam is worth 15%. The exams will be taken via Blackboard. The exams will consist of multiple choice, short answer and/or essay questions. The midterm exam will be *available* beginning Sunday at noon, through Monday at 8:00 p.m. Do not email me asking me to make the test available to you at a different time. Make arrangements at the beginning of the semester to take the exam on either Sunday or Monday. Note that the exams are timed.

You will have 2½ hours to complete the Midterm offered October 22-23. The Midterm will cover chapters 1-6 and 14. There will be a total of 40 multiple choice questions worth 1.5 pts. each and 4 essays worth 10 pts. each.

You will have 3 hours to complete the Final, available December 11 which will cover chapters 7-11. The Final will consist of 25 multiple choice questions worth 2 pts. each and 5 essays worth 10 pts. each.

### **Blackboard and Activities: 45%**

The utilization of Blackboard and assignments posted will be an important component of this course. This will include, but is not limited to, formal and informal assessments that will be due. Assignments will be posted on Mondays by noon and will be due on Sundays at 8:00 p.m. Late assignments will not be accepted. Post your Discussion Board assignments as an attachment, typed in Word, using 12 pt. Times New Roman or a similar font, normal margins, double spaced. Do not try to enlarge your font or space out various headlines or use lengthy titles to try to fill in the page. Assignments are expected to be 2 pages in length, unless otherwise noted.

Refer to the grading rubric that I have posted under "Course Documents". I will be utilizing this rubric to grade Blackboard assignments. Note that I will not

individually respond to all your postings. However, I will use the rubric as a basis for my grading.

Take the time to read other student's posted assignments. You will glean much more from this course if you actively do so.

### **PowerPoint Presentation: 15%**

Students will **INDIVIDUALLY** work on a presentation related to **ONE** assessment referred to in Chapters 7-11. There are many assessments that relate to each chapter, but you are to select **ONE** that you will cover in detail. Your presentation should be *at least* 20 slides in length. For example: someone assigned to Chapter 7 would give an overview of Chapter 7 and explain intelligence and general ability testing. This person would also relate the assessment that they select to review in detail to Chapter 7. For example, the person might select; one of the Wechsler instruments, Stanford-Binet, Kaufman, etc. Remember to select only **ONE** assessment that you review in detail. Be sure to make reference to the chapter and tie it in to the presentation. Your presentation must include at least 4 scholarly references, with at least 2 journals. You may also want to include the test manual. Demonstrate sample test questions so that we can get a feel for what the assessment looks like. In your PowerPoint presentation, be sure to include:

#### **Basic Principles**

*Name of assessment*

*Description*

*Background and Construction*

*Validity*

*Reliability*

#### **Planning and Implementation**

#### **Scoring**

#### **Use of test data in Decision-Making**

#### **Strengths and Weaknesses**

#### **Reference to the Chapter**

Once final class counts have been finalized, I will assign you to a chapter. Your PowerPoint presentation will then be due on the date that chapter is covered. For example, Chapter 7 presentations will be due on October 23. You will submit your presentation to Discussion Board and it will be posted for all classmates to view. The rubric that I will be using to grade this assignment will be posted under "course documents" in Blackboard. Be sure and use this rubric to assist you with getting your PowerPoint Presentation together.

### **Test Review: 10%**

*Due October 30th.* Email this assignment to me: [monicag@sulross.edu](mailto:monicag@sulross.edu)

Select a test currently used at your school or place of work. If not available, interview a teacher, counselor, or supervisor. How is this test utilized? Is it helpful or harmful (or both)? Is it a satisfactory test for the school/workplace and its population? Type up a 4-6 page explanation of your findings. Some school examples would be: assessments utilized to see if a student qualifies for the Bilingual Program or for the Gifted and Talented Program. There are also AP exams, Benchmark testing, TAKS, TPRI, SAT, ACT, ASVAB, ITBS, LAT, TELPAS, End of Course, etc..... Also, there are several employment assessments that can be reviewed. Check with HR about this at your workplace. The rubric that I will be using to grade this assignment will be posted under "course documents."

## **GRADING**

**NOTE: GRADES ARE EARNED BASED ON THE QUALITY OF THE ASSIGNED WORK, NOT SIMPLY ON COMPLETION OF THE REQUIRED WORK.**

**Format:** Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Sundays at 8:00 p.m. You will need to keep up with the readings. I will post "Announcements" to update you as needed, or I will send mass emails. Please check your Announcements and Emails on a consistent basis.