

<b>Course</b>	<b>COUN 5220</b> - Assessment Summer 2011																
<b>Instructor</b>	Name: Nadia Torres-Eaton, Psy.D. Phone: (714) 478-4415 Email: dr.torreseaton@gmail.com																
<b>Catalog Description</b>	This course examines the various frameworks for assessing the functioning of individuals, groups, and families and the use of assessment in diagnosis and treatment. Attention will focus on the methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex/gender factors are considered.																
<b>Prerequisites</b>	The student will have a general understanding of psychological principles related to individual differences, concerns about ethics and professional guidelines for assessments, and interest in understanding people with the use of assessment instruments, and a willingness to learn “hands-on” assessment techniques. Student’s acceptance is subject to approval from the counseling program coordinator/academic advisor.																
<b>Course Level Outcome Objectives</b>	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate understand of the historical development of assessment in society. ( <b>CACREP II K.7.a.</b> ) 2. Demonstrate understanding of statistical concepts including scales of measurement, central tendencies, indices of variability, types of distributions, and correlations ( <b>CACREP II K.7.c.</b> ) 3. Demonstrate appropriate use of both formal and informal assessment methods. ( <b>CACREP II K. 7. b.</b> ) 4. Utilize the general principles of assessment in the diagnoses of mental and emotional status ( <b>CACREP II K.7.h.</b> )																
<b>Materials</b>	<b>Text:</b> Handbook of Psychological Assessment (5 <sup>th</sup> ed.) <b>Author:</b> Groth-Marnat, G. <b>Publisher:</b> John Wiley & Sons, Inc. <b>ISBN:</b> 978-0-470-08358-1  SUPPLEMENTAL READING: To be provided by instructor																
<b>Grading</b>	<table border="0"> <tr> <td>a. Topic Paper</td> <td>20%</td> </tr> <tr> <td>b. Assessment Report</td> <td>20%</td> </tr> <tr> <td>c. Mid-Term Examination</td> <td>25%</td> </tr> <tr> <td>d. Class Participation</td> <td>10%</td> </tr> <tr> <td>e. Final Examination</td> <td>25%</td> </tr> </table> <p>Grades are recorded based on the Webster scale as follows:</p> <table border="0"> <tr> <td>A</td> <td>96-100</td> </tr> <tr> <td>A-</td> <td>90-95</td> </tr> <tr> <td>B+</td> <td>87-89</td> </tr> </table>	a. Topic Paper	20%	b. Assessment Report	20%	c. Mid-Term Examination	25%	d. Class Participation	10%	e. Final Examination	25%	A	96-100	A-	90-95	B+	87-89
a. Topic Paper	20%																
b. Assessment Report	20%																
c. Mid-Term Examination	25%																
d. Class Participation	10%																
e. Final Examination	25%																
A	96-100																
A-	90-95																
B+	87-89																

	<p style="text-align: center;">           B 84-86            B- 80-83            C 70-79            F Below 70         </p>
<p><b>Activities</b></p>	<p><b>REQUIRED ASSIGNMENTS:</b></p> <ol style="list-style-type: none"> <li>a. <b>Topic Paper:</b> Each student will write a paper concerning a topic related to assessment. The topic will be agreed upon with the instructor by the second class meeting. Additional details regarding this assessment will be provided during class (20% of grade).</li> <li>b. <b>Assessment Report:</b> Each student is expected to write an assessment report using assessment data provided by the instructor. Reports should include a clinical interview, discussion of results and recommendations for the client. Details regarding this assignment will be provided in class (20 % of grade).</li> <li>c. <b>Mid-term:</b> Exam will be short answer, essay, and multiple-choice formats. Topics on the exam will be taken from both the lectures and assigned reading (25% of grade).</li> <li>d. <b>Class Participation</b> (10% of grade)</li> <li>e. <b>Final Exam:</b> Exam will be similar the mid-term and include short answer, essay, and multiple-choice format. (25% of grade)</li> </ol> <p><b>REQUIRED WRITING ASSIGNMENTS:</b>          The written assignment should be <b>APA style</b>, include references (a minimum 5 non-internet references (e.g. academic journals, books, professional publications) in addition to any internet resources they may use), and a bibliography. The student should clearly demonstrate the ability to conduct research, cite sources to support arguments and write in a coherent, organized fashion expected at the college or graduate level.</p> <p><b>Please note late papers/assignments will be marked down 1 point for each day past the due date.</b></p> <p><b>REQUIRED USE OF PASSPORTS:</b>          Students are required to use Webster University’s online library, PASSPORTS (<a href="http://library.webster.edu">http://library.webster.edu</a>). PASSPORTS offers access to many scholarly and professional publications free of charge.</p> <p><b>WRITING ASSISTANCE:</b>          All students are required to submit their research paper to the Webster On-Line Writing Center for review and assistance.          (<a href="http://www.webster.edu/acadaffairirs/asp/wc/online.ht">http://www.webster.edu/acadaffairirs/asp/wc/online.ht</a>)</p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are</p>

of particular interest:

**Academic Honesty**

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

**Drops and Withdrawals**

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**

If you need accommodations for a disability, please let the instructor know at the beginning of the course so that they can be provided.

**Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course

**ATTENDANCE POLICY:**

"The University reserves the right to cancel a student's course enrollment if the student does not attend class the first or second week of the term/semester. Students are expected to attend all class sessions. In the case of unavoidable absence (e.g., medical reason, work related travel), the student must contact the instructor directly and immediately. The instructor may give warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or other make-up work, or for excessive or unexcused absences. A student who misses two class meetings per course without a documented reason or (advance) permission from the instructor should withdraw from the course."

Weekly Schedule	Week	Lecture	Reading	Due
	1	Introductions Syllabus Review Orientation, historical and professional matters, test design and construction. Fundamentals of assessment; psychometric properties; ethical considerations	Chapter 1	Nothing
	2	Fundamentals continued; Test Administration and scoring, reliability and validity. Standardized achievement tests, curriculum bases measurement.	Chapter 3	Nothing
	3	Intelligence testing, individual and group differences in mental abilities	Chapter 5	<b>Topic Paper</b>
	4	Developmental and Neuropsychological Assessment; Explore use of Formal & informal testing in Therapy	Chapter 12	<b>Mid Term</b>
	5	Personality Assessment, origins, applications and issues, observations and interviews; Explore Use of Marriage Assessments	Chapter 6, 9	Nothing
	6	Personality inventories, projective techniques; report writing; Begin Family Assessments	Chapter 11, 14	Nothing
	7	Intro to assessment of couples & families; psychological testing and family assessment reports	Reading to be provided by instructor	Nothing

	8	Assessment of families; projective family assessment	Reading to be provided by instructor	<b>Assessment report</b>
	9	Assessment of couples; Assessment of children & special populations	Reading to be provided by instructor	<b>Final Exam</b>
<b>Additional Information</b>	<p><b>Key Aspects:</b></p> <ul style="list-style-type: none"> <li>a. Students should read the assigned text prior to each lecture. During each class, format will be mini lecture and discussion. It is imperative that class member be familiar with the readings.</li> <li>b. Due Dates: All assignments are due at the beginning of class on the days they are due. No credit or reduced credit will be given for late assignments. <b>Please note late papers/assignments will be marked down 1 point for each day past the due date</b></li> <li>c. Typing: All assignments must be typewritten. Please staple papers for easy scoring</li> <li>d. Assignment Length: Unless otherwise specified, lengths of assignments are objective. Write as much as needed to make salient points.</li> <li>e. Graduate Quality: Assignments that do not meet graduate level writing quality will be returned for rewrite. <b>Use the APA Style Manual for format guidelines.</b></li> </ul>			