

<b>Course</b>	<b>COUN 5220 Assessment</b>
<b>Term, Day, Time</b>	Spring 1, 2010 – Saturday #1 – 8:00am-5:00pm 1/2, 1/16, 1/30, 2/13, & 2/27 (8am - Noon)
<b>Instructor</b>	Name: Shannon Knight, PhD Phone: (904) 505-7083 Email: <a href="mailto:dr.sknight@comcast.net">dr.sknight@comcast.net</a>
<b>Catalog Description/ Content Area</b>	<p><b>COUN 5220 Assessment</b></p> <p>This course examines the various frameworks for assessing the functioning of individuals, groups, and families in an ethical frame; and the use of assessment in diagnosis and treatment in a multicultural context. Attention will focus on the methods of data gathering, administration, and interpretation from a multicultural perspective; historical perspective, statistical concepts, reliability and validity, and ethical strategies for assessment administration and interpretation. Ethnic, cultural, and sex/gender factors are considered. Additional minimal fees for the purchase of assessment tools may be required of the student for this course. Self-growth experiential activities may be associated with this course content.</p> <p>Content Areas: assessment, professional practice, professional identity,</p>
<b>Knowledge and Skills Outcomes</b>	<p><b>Upon successful completion of this class students will be able to:</b> (Knowledge)</p> <ol style="list-style-type: none"> <li>1. Define historical perspectives concerning the nature and meaning of assessment;</li> <li>2. Identify basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;</li> <li>3. Label statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;</li> <li>4. describe reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);</li> <li>5. describe validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);</li> <li>6. identify social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and</li> <li>7. state ethical strategies for selecting, administering, and interpreting</li> </ol>

	<p>assessment and evaluation instruments and techniques in counseling.</p> <ol style="list-style-type: none"> <li>8. describe various models and approaches to psychoeducational and personality assessments;</li> <li>9. identify standard screening and assessment instruments for substance use disorders and process addictions;</li> <li>10. summarize the current trends in the professional counseling literature as related to assessment.</li> </ol> <p>(Skills)</p> <ol style="list-style-type: none"> <li>1. select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.</li> </ol>																
<b>Materials</b>	<p>Anastasi, A. &amp; Urbina, S. (1997). <b>Psychological Testing</b>. (7<sup>TH</sup> Edition). Prentice Hall. Upper Saddle River, NJ. <b>ISBN# 0-02-303085-2</b></p> <p><b>To Order Textbooks go to the local North FL website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks or go directly to <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</b></p> <p><b>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</b></p>																
<b>Method of Instruction</b>	<p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, group interactions, field experience, and research assignments.</p>																
<b>Grading</b>	<table data-bbox="511 1255 1437 1533"> <tr> <td>Journal Articles each)</td> <td>10 points (5 points</td> </tr> <tr> <td>Mid-Term (T/F, computations, short answers)</td> <td>30 points</td> </tr> <tr> <td>Group Presentation</td> <td>30 points</td> </tr> <tr> <td>Term Paper (10-12 pages APA Format)</td> <td>30 points</td> </tr> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you</p> <table border="1" data-bbox="747 1701 1218 1890"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>88%-89%</td> <td>B+</td> </tr> </tbody> </table>	Journal Articles each)	10 points (5 points	Mid-Term (T/F, computations, short answers)	30 points	Group Presentation	30 points	Term Paper (10-12 pages APA Format)	30 points	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+
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80%-83%	B-
70%-79%	C
Below 70%	F

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognizes that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development **as evaluated by the instructor**. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of objective and **subjective** assessment.

**Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments.** As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

**Activities**

**Research Paper:**

- Research Paper is worth 30 points.
- Professional quality research paper which includes title page, introduction, theoretical base, statistics, review of the literature, and summary.
- Approximate length of paper: 10–12 pages, APA Format.

**In-Class Presentations:**

- Journal Articles: Groups will present 2 journal articles to the class.
  - A. Ethics in Testing
  - B. Cultural Bias in Testing
- Group Presentation on assigned test category.

**Class Participation and Attendance:**

- Students are expected to actively participate in all class discussions.
- Students are expected to discuss all reading assignments, papers and homework assignments with the class.
- Students are expected to be **on time for class**.
- Each student should desire to learn, participate, and proactively

contribute to the learning of others during each discussion and exercise.

- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
  - All assignments are due as detailed in the Course Schedule.
  - Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.**
  - Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
  - Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
  - Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
  - Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
  - Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
  - All assignments are due as detailed in the Course Schedule.
  - Late assignments will be accepted, if they are turned in **no later** than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.

**Policy Statements:  
University  
Policies**

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 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**

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 in the Graduate Studies Catalogue 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 have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.

The carrying of weapons onto campus is forbidden.

**Conduct:**

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly

	<p>furnishing false information to the University.</p> <ol style="list-style-type: none"> <li>2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.</li> <li>3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.</li> <li>4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.</li> </ol> <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p><b>Course Policies</b></p>	<p><b><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></b></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., <b>what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.</b> Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, <b>the student risks a failing grade</b> in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p>

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

#### **ACA Code of Ethics (2005)**

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

#### **Cell Phones**

Turn off all cell phones during class unless otherwise advised by the instructor.

#### **Academic Integrity**

All of your work in this class should be original to you and to this class. You

are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the Publication Manual of the American Psychological Association (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See Grading for further information.

**Note:**

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

<b>Weekly Schedule</b>		<b>Pre-Assignments for Week 1:</b> <ul style="list-style-type: none"> <li>• Chapter 18: pages 533 - 543</li> <li>• Chapter 1: pages 37 – 45</li> </ul>
	<b>Week 1</b>	<b>A.M. Session (8 AM – 1 PM)</b> <b>THEME: Psychological Assessment and Testing</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Overview of Six Types of Tests <ul style="list-style-type: none"> <li>A. Personality</li> <li>B. Achievement</li> <li>C. Aptitude</li> <li>D. Intelligence</li> <li>E. Interest</li> <li>F. Learning Disabilities</li> </ul> </li> </ul>
		<b>P.M. Session (2 PM – 5 PM)</b> <b>THEME: Score Transformations</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Groups will select presentation topics.</li> <li>• Individuals will pick Term Paper topics.</li> <li>• Group Activity. Groups will select, prepare, and present journal articles to class on Ethics in Counseling.</li> <li>• Passport (if time permits) (Students are required to work in the lab until 5 PM).</li> </ul> <b>Assignments for Weeks 2 :</b> <ul style="list-style-type: none"> <li>• Chapters 3, 4, 5, 6 and 18</li> </ul>
	<b>Week 2</b>	<b>A.M. Session (8 AM – 12 PM)</b> <ul style="list-style-type: none"> <li>• Statistical Terms for selecting tests, scoring tests, interpreting tests and presenting test results.</li> <li>• Group Activity: Journal Articles. Groups will select, prepare, and present journal articles to class on cultural bias in testing.</li> </ul>
		<b>P.M. Session (1 PM – 5 PM)</b> <ul style="list-style-type: none"> <li>• Test Construction <ul style="list-style-type: none"> <li>A. Construct</li> <li>B. Domain Content</li> <li>C. Creating a Representative Sample</li> <li>D. Norming <ul style="list-style-type: none"> <li>a. Population (Group Exercise)</li> <li>b. Sampling</li> <li>c. Reliability</li> </ul> </li> </ul> </li> </ul>

		<p>d. Validity</p> <ul style="list-style-type: none"> <li>• Selecting an Instrument: <u>Mental Measurement Yearbook and Test Critique</u></li> <li>• Test Manuals <ul style="list-style-type: none"> <li>A. Standardization of Administration of the tests</li> <li>B. How to score a test</li> <li>C. How to interpret the test results</li> </ul> </li> <li>• Presenting Test Results to Client</li> </ul> <p>Passport (if time permits) (Students are required to work in the lab until 5 PM)</p>
	<b>Week 3</b>	<p><b>A.M. Session (8 AM – 12 PM)</b>  <b>THEME: Guest Speaker LMHC</b>  The use of testing in private practice.</p> <p><b>Assignment for Week 4: Study for Mid-Term.</b></p>
		<p><b>P.M. Session (1 PM – 5 PM)</b>  <b>THEME: MID-TERM</b>  Mid-term will cover Ethics in Testing, Cultural Bias in Testing, Test Construction, Selecting Tests, Statistical Terms, Computations, and Presenting Test Results.</p>
	<b>Week 4</b>	<p><b>A.M. Session (8 AM – 12 PM)</b>  Group Presentation: Personality Inventories  Group Presentation: Achievement Tests</p>
		<p><b>P.M. Session (1 PM – 5 PM)</b>  Group Presentation: Intelligence Testing  Group Presentation: Learning Disabilities</p>
	<b>Week 5</b>	<p><b>A.M. Session (8 AM – 12 PM)</b>  Group Presentation: Aptitude Testing  Group Presentation: Interest Inventories</p>

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 12/3/09

Revised