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| Course | COUN 5220.74 Assessment |
| Term, Day, Time | Term: Fall 2, 2009 Day-Time: Wednesday evenings, 5:30PM-9:30PM Location: Ocala Metropolitan Campus, 3405 SW College Road, Ocala, Florida 34474 |
| Instructor | Name: Henri Benlolo, PhD Phone: 352-861-9330 or 352-442-5911 (cell) Email: hbenlolo@webster.edu benlolo@cf.edu |
| Catalog Description | 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. |
| Learning Skills Outcomes | Upon successful completion of this class students will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of historical development of assessment in society 2. Demonstrate understanding of statistical concepts including scales of measurement, central tendencies, indices of variability, types of distributions and correlations 3. Demonstrate appropriate use of both formal and informal assessment methods 4. Utilize the general principles of assessment in the diagnoses of mental and emotional status 5. Discuss various contemporary controversial issues relating to testing and assessment |
| Materials | <i>"Assessment Procedures for Counselors and Helping Professionals,"</i> Robert J. Drummond and Karyn Dayle Jones, 7th Edition, Pearson-Prentice Hall, ISBN: 978-0-1-3715252-0 |
| Grading | The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W. |

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| | <p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work</p> <p>C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course</p> <p>Course grade will be based on scores earned from case studies, critical thinking essays, class activities, and a final examination.</p> <p><i>Grading System:</i></p> <table data-bbox="488 743 1055 888"> <tr> <td>3 Case studies</td> <td>30 points</td> </tr> <tr> <td>3 Critical thinking essays</td> <td>30 points</td> </tr> <tr> <td>2 Class assignments</td> <td>20 points</td> </tr> <tr> <td>Final Examination</td> <td>20 points</td> </tr> </table> <p><i>Grading Scale</i></p> <table data-bbox="488 961 711 1178"> <tr> <td>100-95</td> <td>A</td> </tr> <tr> <td>94-90</td> <td>A-</td> </tr> <tr> <td>89-87</td> <td>B+</td> </tr> <tr> <td>86-84</td> <td>B</td> </tr> <tr> <td>83-81</td> <td>B-</td> </tr> <tr> <td>80-75</td> <td>C</td> </tr> </table> | 3 Case studies | 30 points | 3 Critical thinking essays | 30 points | 2 Class assignments | 20 points | Final Examination | 20 points | 100-95 | A | 94-90 | A- | 89-87 | B+ | 86-84 | B | 83-81 | B- | 80-75 | C |
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| 83-81 | B- | | | | | | | | | | | | | | | | | | | | |
| 80-75 | C | | | | | | | | | | | | | | | | | | | | |
| Activities | <p>Students are expected to attend all classes and to have read all assigned chapters of the text or other materials prior to each weekly meeting. Classes will include lectures with audio-visu-als; discussions of cases, issues, and critical thinking essays; group exercises; and class assignments.</p> <p>There will be a final examination which will consist of essay questions, exercises, and/or cases. Students will be required to complete three critical thinking essays, three case studies, and two class assignments. These activities are designed to demonstrate the students' applied knowledge, learned concepts/principles, theories, and problem solving ability applied to contemporary psycho-diagnostic assessment practices, problems, events, issues, and trends.</p> | | | | | | | | | | | | | | | | | | | | |
| Policy Statements: University | <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</p> | | | | | | | | | | | | | | | | | | | | |

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| <p>Policies</p> | <p>policies. The following policies are of particular interest:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p>Course Policies</p> | <p>Attendance is essential to successful completion of the course. Details on excused absences are explained in the college catalogue. There will be a two point penalty for each assignment that is not submitted by the due date. There will be no make up for the final examination.</p> |
| <p>Weekly Schedule</p> | <p>Week 1: Chapters 1-2 Introduction to course requirements Historical antecedents Purpose and benefits of assessments Types of psychological assessments</p> |

Measurement concepts
Initial assessment in counseling
Test development

Week 2: Chapters 3-4

Criteria for test selection
Scoring and interpreting test results
Communicating test results
Critical Thinking Essay 1

Week 3: Chapters 6 and 19

Ethical standards for consultation
Meaning and issues of validity and reliability
Testing procedures and administration
Case Study 1
Class Assignment 1

Week 4: Chapters 7-10

Assessment of intelligence
Aptitude testing
Assessment of achievement

Week 5: Chapters 11-12

Ethical and legal issues in testing
Legal aspects and court decisions
Personality assessment
Issues in personality assessment
Critical Thinking Essay 2
Case Study 2

Week 6: Chapters 13-15

Clinical assessment
Neuropsychological assessment
Behavioral assessment
Assessment of development
Class assignment 2

Week 7: Chapters 16-17

Computer assessment
Environmental assessment
Trends and issues in assessment
Critical Thinking Essay 3

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| | <p>Week 8: Chapter 18 Testing special populations Special populations-assessment issues and trends Multicultural assessment Employment testing Case Study 3</p> <p>Week 9: Final Examination</p> <p>SYLLABUS SUBJECT TO CHANGE WITHOUT NOTICE</p> |
| <p>Additional Information</p> | <p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. 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.</p> <p><u>Conduct:</u> 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:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 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.

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.

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.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster university's accreditation by The Higher Learning Commission, and a member of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades Is Based on the Following Criteria.

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit focused activities and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, creativity in approach, establishing new relationships with ideas and providing new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles followed by careful analysis.

Classroom behavior should exhibit focused activities and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

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.

For Webster university policies and procedures please refer to the Catalog and Student Handbook.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 8/3/2009