# San José State UniversityDepartment of Counselor Education EDCO 282 Educational Assessment for CounselorsFall 2012

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| Instructor: | William K. Marek, Ph.D. |
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| Office Hours: | Tuesday 3:00 – 4:00 p.m., or by appointment |
| Class Days/Time: | Tuesday, 4:00 – 6:45 p.m. |
| Classroom: | SH 435 |
| Prerequisites: | EDCO 215 and EDCO 218 |
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## Course Description

This course is part of the core requirements in the counselor education program. It focuses on the theory and techniques of ethical educational assessment of children and adults. It will include an introduction to the foundation of assessment and focus on the understanding and appropriate use of assessment procedures and techniques. The course will examine the concepts of ethical assessment and evaluation in educational and other counseling settings, the principles underlying the assessment process, skills in accurate diagnosis and assessment and to develop skills needed to write good evaluations. The course will address the core curricular requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009), thereby providing state-of-the-art information on assessment and tests that professional counselors need to know.

Educational Assessment is only part of what students will learn. Without the ability to communicate and collaborate with all other interested parties (teachers, administrators, parents, etc.) an accurate assessment of a client will prove insufficient. Students will learn a common-sense cognitive modality that will give them a theoretical and practical framework to better explain assessment results.

## Course Goals and Student Learning Objectives

1. To learn the foundational issues of assessment, including basic concepts, historical developments, ethical and legal implications, diversity issues, test construction, selection, administration, scoring, interpretation, reliability and validity.

2. To learn the basics of ethical assessment in the areas of clinical, personality, behavioral, intelligence, aptitude, achievement, career, couples and family counseling.

3. To learn the nomenclature and diagnostic elements (DSM-IV-TR) used to formulate an accurate understanding of a client.

4. To learn to integrate information in reports from several assessment sources, including testing, interviews, school or agency reports.

### Course Content Learning Outcomes

Upon successful completion of this course, students will be able to

1. Demonstrate knowledge of ethical assessment procedures and techniques.

2. Demonstrate knowledge of the nomenclature and diagnostic elements used by professional counselors to formulate an accurate understanding of a client’s presenting problem.

3. Demonstrate an ethical ability to assess students and clients from diverse cultural backgrounds.

## Relevant PPS credential standards (ctc.ca.gov/educator-prep/standard/pps/pdf) and course objectives:

## 1. Socio-Cultural Competence (Standard 3)

Knowledge of ways in which ethnic, socio-cultural and environmental factors affect pupil learning and achievement.

Skill in working with pupils from diverse backgrounds.

**2. Assessment (Standard 2)**

Knowledge of assessment tools for data-based decision making.

Knowledge of tools for assessing pupil performance, program outcomes and school climate.

**3. Learning Theory and Educational Psychology (Standard 11)**

Understanding of perceptual processes, cognition, memory, attention skills, emotional states as factors affecting pupil learning and achievement.

**4. Personal and Social Development (School Counseling Standard 21)**

Ability to identify personal and social needs of pupils.

**5. Individual Counseling (Standard 25)**

Ability to address the personal, social and developmental needs of students.

Skills in helping students cope with personal, social and developmental problems and crisis intervention.

## Required Textbook

Erford, B. (2013). Assessment for counselors (2nd Edition). Belmont, CA: Cengage Publishing.

### ISBN-10: 0-8400-2861-X

**Highly recommended**:

Morrison, J. (1995). The first interview: Revised for the DSM-IV. NY: Guilford Press.

Aiken, L. (2000). Psychological testing and assessment (11th Edition). Boston, MA: Allyn & Bacon.

Morrison, J. & Ander, T. (2002). Interviewing children and adolescents: Skills and strategies for effective DSM-IV diagnosis. NY: Guilford Press.

First, M. (2000). Diagnostic and statistical manual of mental disorders-IV-TR. Washington, D. C: American Psychiatric Association.

**Course Schedule**

DATE TOPIC COVERED CHAPTER

Aug. 28 Basic Assessment Concepts 1

Sep. 4 Historical Foundations and

 Perspectives of Assessment 2

Sep. 11 Legal, Ethical and Diversity Issues 3

 \*\*Class Presentations

Sep. 18 Test Construction 4

 \*\*Class Presentations

Sep. 25 Test Selection, Administration, Scoring

 and Interpretation 5

 \*\*Class Presentations

Oct. 2 Test Reliability 6

 \*\*Class Presentations

Oct. 9 Test Validity 7

 \*\*Class Presentations

Oct. 16 Clinical Assessment and Diagnosis 8

 \*\*Class Presentations

Nov. 13 Aptitude Assessment 12

 \*\*Class Presentations

Nov. 20 Achievement Assessment 13

 \*\*Class Presentations

Nov. 27 Career Counseling Assessment 14

 \*\*Class Presentations

Dec. 4 Assessing Couples and Families 15

 \*\*Class Presentations

Dec. 11 No Class

Dec. 18 FINAL EXAMINATION, 5:15 p.m. to 7:30 p.m.

**Assignments and Grading Policy:**

Class Presentation:

Each student will deliver a 10-minute presentation related to one of the topic areas covered in the textbook chapters. The presentation should address at least one of the three PPS Credential Standards limned above. The presentation should include current research on the topic and a one-page handout for the class. The class presentation grading rubric will be discussed.

Midterm Test 40 points

Final Exam 40 points

Class Presentation 20 points

 100 points possible

A+ 98-100

A 94-97

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

F <59

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

For all work, students will be expected to honor confidentiality and other ethical concerns. There is no extra credit. Late work without instructor approval will be reduced at least one grade.

## Classroom Protocol

Students are expected to attend all classes and arrive on time unless they receive instructor approval. Students are expected to participate in classroom discussions. The professor reserves the privilege of amending class content, giving as much notice as possible. Students will participate in deciding course content. Guest speakers may be part of the course experience.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at  [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](%20http%3A//info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/%20) **.** Students should be aware of the current deadlines and penalties for adding and dropping classes.

## University Policies

### Academic integrity

Students should know that the University’s Academic Integrity Policy is available at <http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf>. Your own commitment to learning, as evinced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://www.sa.sjsu.edu/judicial_affairs/index.html>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptation or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, audiotape players, sound systems, wireless microphones, projection screens and monitors.

## Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at [http:/www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement and they are well-trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff/](%20http%3A//www.sjsu.edu/writingcenter/about/staff/)/.