

The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in culturally diverse, technologically complex, and global community.

The mission of the Department of Counselor Education at San Jose State University is to prepare professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse cultural community.

**SJSU
EDCO 282
Educational Assessment
3 semester units
FALL 2006**

Professor: Lewis Aptekar Ph.D
Office SH Room 417
Phone: (408) 924-3662
Email: lapterkar@email.sjsu.edu

Office hours: Tuesday and Thursday 2-4 PM or by appointment

Class Hours and Location: Tuesdays 4.00 PM to 6.45PM @ IRC 306

Prerequisite: Graduate standing.

Technology and Skill Requirements: Convenient and dependable access to the Internet is necessary for enrollment in the class. Also, you must have basic computer skills. At a minimum these include the ability to use a word processor, send and read e-mail, download files, conduct Internet searches, and copy and paste paragraphs.

Course Description

This course is part of the core requirements in the counselor education program. It focuses on the theory and techniques of educational assessment of children and adults.

It will include an introduction to a foundation for the actual practice of assessment. The focus will be on the use of assessment techniques, including interviewing in a professionally and ethically responsible manner. The course includes an experiential component in which the student will develop skills in the use of educational counseling skills.

The purpose of this course is to provide participants with an opportunity to examine the concepts of assessment and evaluation in education and counseling settings. To explore the principles underlying the assessment process individual and programmed techniques

for diagnosis, assessment and develop the skills needed to implement evaluations wisely. Participants will gain skills needed to develop assessment tools for use later in their careers.

Course Goals

1. To help students understand the ethical dimensions of using tests and test data.
 2. To teach students the characteristics which define a variety of mental health and educational problems so that students can make differential diagnoses.
 3. To assist students in making psychological and educational assessments through “hands on” experience.
 4. To help students make assessments for diverse populations of people and demonstrate awareness of the needs of a culturally diverse clientele.
 5. To help students integrate information from several sources (e.g., testing, interviews, school or agency records, etc.) in the writing of assessment reports.
 6. To demonstrate ethical decision-making.
 7. To write coherent educational reports based on evaluations.
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This course is Internet-augmented, but it is NOT an Internet or online course. It meets face-to-face each week as scheduled, and it is televised to other sites. Monica Galvan will be visiting some of the off sites on specific dates to help students with their work. Students will need to use the Internet to review lecture notes, keep track of course announcements, get details on assignments, participate in discussions, check their grades, and interact with the instructor and other students electronically. ALWAYS include your name and the name of your course in any email and attachment.

Course Requirements

Assessment papers: Over the semester each student will be asked to write three assessment papers. These papers will be evaluations of mental health and educational problems of actual people the student chooses to work with.

Each evaluation paper should be 3-5 pages and must include an assessment of the problem(s), including an evaluation of the strengths and weakness of the client, case format, use of DSM IV, Multiaxial Assessment, Differential Assessment, Diagnosis, and recommendations. (There are samples of cases in Folder 1 of Class material to read).

Interviewing: Each student will be expected to spend three hours per week interviewing and working on making assessments of clients.

Case Presentation: Each student will also be asked to present orally to the class **one** of their three assessments. Students should write a one-page outline, which should be passed out the week before the presentation to each of the students in the class, and posted online so off site students can get access to it. In the outline the student should present the basic information about the client, and include information about where the

client might be able to find help in the community. (This will help the students build a local resource list).

Case Presentation: Presentations will be made of an actual case with appropriate precautions taken to best protect the confidentiality of the client assessed. The presentation should consist of an overview of the case, including relevant demographic information, presenting problems, diagnosis if appropriate, course of intervention, and questions to be answered. Students should be able to present their case without reading their notes. Ideally, the case presentation will result in an active discussion among those in attendance. Plan to spend at least 20 minutes on this presentation.

- Students taking this class from off campus sites are expected to post comments and/or questions relevant to class topics weekly. This is required and will be included in the overall grade.
- Each person is expected to read the assignments, be prepared to discuss each topic, observe confidentiality, listen respectfully, respond honestly, and converse truthfully with class exercises and activities.

Required Reading

- **Diagnostic and Statistical Manual of Mental Disorders (4thEd.)**. Washington, D. C.: American Psychological Association.
- Articles related to the course will be available in this class' website under folder "Class Material to Read"

Highly recommended for students without interviewing experience:

- **The First Interview: Revised for DSM-IV** by James Morrison. NY: Guildford Press, 1995

Suggested Reading for students working on their PPS

- **Psychological Testing and Assessment**(11th Ed.). Aiken, Lewis. (2000). Boston, MA: Allyn & Bacon.
- **Deciphering the Diagnostic Codes: A Guide for School Counselors**. Jones, W. Paul. (1997).Thousand Oaks, CA: Corwin Press.
- **Interviewing children and adolescents: Skills and strategies for effective DSM-IV Diagnosis** by James Morrison and Thomas Ander, NY: Guildford Press, 2002.
- **Conduct Disorders:** The latest assessment and treatment strategies by J. Mark Eddy, 2003 Compact Clinical.

Articles included in the “OPTIONAL READING” folder located in the Homepage of this class’ web site

Course Evaluation

Each paper and oral presentation will be graded on a 10-point scale.
At the end of the course the grades will be averaged.

Grade	Percentage Earned	
A	90 - 100%	
B	80 - 89%	
C	70 - 79%	

Classroom participation is important and will be graded on a ten-point scale. Postings in the Discussion area and class participation are extremely important and will make up to 15% of your final grade.

Assignment	Points	
Case Study 1	20%	
Case Study 2	20%	
Case Study 3	20%	
Presentation	25%	
Participation in discussions & Class	15%	

b. Extra credit options are not available

c. Penalty for late or missed work: 10% reduction for late work

NOTE: Reading assignment will be made in the appropriate sections. Students will be expected to read the assignments in advance. Some reading assignments are listed in the “Material to Read” folder of Web CT.

Date	Topic	Material to Read	
Week 1 August 29	Introduction to EDCO 282. Class orientation and expectations. Learning to use Web-CT and online discussions. Introduction to course, review of syllabus. Clinical Assessment Issues	Terms Frequently Used in Developmental Assessment Ethics ACA Ethics and standards in psychological assessments	Read Folder 1 –in Class Material to Read
Week 2 September 5	Assessing context -psychosocial histories, timeline. Interviewing for clinical assessments.	Read sample case histories	Read Folder 1 –in Class Material to Read
Week 3 September 12	DSM IV. Models of assessment, the use of the DSM4R Multi-Axial System as a model of assessment. GARF	Understanding DSM IV DSM IV TR: A Thumbnail Sketch. Mental Disorders - Information Sheets Complete list of DSM Codes	Read Folder 2 “DSM IV” <i>·You should be looking for a volunteer client to interview by now.</i>
Week 4 September 19	Case study format, taking an educational history. How to do a Mental Status Exam. Mental status model	How to do a Mental Status Exam. Psycho-diagnosis for Counselors: The DSM-IV Multicultural Assessment	Read Folder 3 “Format and Mental Status”
Week 5 September 26	BEGIN PRESENTATIONS ON THIS DATE.	Presentations	<i>· You should have scheduled your presentation by now</i>
Week 6 October 3	<i>Effectively engaging and listening to clients and context</i> Presentations	Presentation Discussion of cases	

Week 7 October 10	<i>Effectively engaging and listening to clients and context</i> Presentations	Presentation Discussion of cases	
Week 8 October 17	Presentations	Presentation Discussion of cases	
Week 9 October 24	Presentations	Presentation Discussion of cases	<i>Case study 1 due</i>
Week 10 October 31	Presentations	Presentation Discussion of cases	
Week 11 November 7	Presentations	Presentation Discussion of cases	
Week 12 November 14	Presentations	Presentation Discussion of cases	<i>Case study 2 due</i>
Week 13 November 21	Presentations	Presentation Discussion of cases	
Week 14 November 28	Presentations	Presentation Discussion of cases	
Week 15 December 5	<i>Summing up</i> · Presentations	Presentation Discussion of cases	
Week 16 December 5	<i>Final week</i>		<i>Case study 3 due</i> <i>Last day of Instruction</i>

SPECIAL NEEDS STATEMENT: Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability.” See <http://www2.sjsu.edu/senate/s97-10.htm>.

ACADEMIC INTEGRITY STATEMENT (from Office of Judicial Affairs):

“Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at:

<http://www2.sjsu.edu/senate/S04-12.pdf>

Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12.](#)

<http://www2.sjsu.edu/senate/plagiarispolicies.htm>

“You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>