COURSE SYLLABUS

EPCE 5376-101

Assessment for Professional Counselors

Summer I 2020

*Information about the instructor:*

Name: Charles R. Crews, PhD, LPC-S

Office Location: Work from 214 TTU College of Education Building

Office Hours: Monday, Tuesday 1:00-3:30; by appointment is requested

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*Information about the course:*

Course Prefix and Number: EPCE 5376 – 001

Course Title: Assessment for Professional Counselors

Course Credit: 3 semester hours

Semester and Year: Summer I 2020

Class meeting time and location: <http://blackboard.ttu.edu>

Course Description: Assessment principles for professional counselors in both clinical and school settings.

*Textbook:*

[Whiston, S.C. (2016). *Principals and applications of assessment in counseling. 5th ed.* Belmont, California: Cengage Publishing.](https://www.dropbox.com/s/ejefiux6uhvrli7/Susan%20C.%20Whiston%20-%20Principles%20and%20Applications%20of%20Assessment%20in%20Counseling-Cengage%20Learning%20%282016%29.pdf?dl=0)

*Required Reading:*

[Gladwell, M. (2007).](https://www.dropbox.com/s/x3vy4abapmprr83/Blink-%20The%20Power%20of%20Thinking%20Without%20Thinking.pdf?dl=0) *[Blink: The power of thinking without thinking.](https://www.dropbox.com/s/x3vy4abapmprr83/Blink-%20The%20Power%20of%20Thinking%20Without%20Thinking.pdf?dl=0)* [New York: Little, Brown,](https://www.dropbox.com/s/x3vy4abapmprr83/Blink-%20The%20Power%20of%20Thinking%20Without%20Thinking.pdf?dl=0)

[and Co. ISBN 0316010669](https://www.dropbox.com/s/x3vy4abapmprr83/Blink-%20The%20Power%20of%20Thinking%20Without%20Thinking.pdf?dl=0)

*Supplemental Resources:*

World Health Organization. (2018). *International statistical classification of diseases and*

*related health problems*(11th Revision).

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental*

*disorders*(5th ed.). Arlington, VA: Author.

Resources:

TTU Library - PsychTESTS

Office Hours information:

Join Zoom Meeting

<https://zoom.us/j/95982751806?pwd=OXg1c2RhbVMvQVpjSFdQY2xhR0R6QT09>

Meeting ID: 959 8275 1806

Password: 695614

1. **Course Goals**:

Upon completion of this course, students should have the skills to meet the following objectives:

1. Identify the meaning of and/or define “assessment”
2. List and/or identify examples of bias in assessment and how this applies to diverse groups
3. Discuss and/or identify ethical practices related to assessment as identified in Section E of the ACA Code of Ethics
4. Identify and/or explain the roles of non-structured and structured interviews in assessment
5. Identify and/or generate correct statements regarding authentic assessment
6. Categorize types of assessment and apply concepts of psychometrics when selecting assessments.
7. **CACREP Standards (2016 Version)**

CACREP standards are imbedded within the course and can be viewed at

<http://www.cacrep.org/wp-content/uploads/2015/05/2016-CACREP-Standards.pdf>

Specific standards taught in this course are listed as follows:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. methods of effectively preparing for and conducting initial assessment meetings

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

e. use of assessments for diagnostic and intervention planning purposes

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

h. reliability and validity in the use of assessments

i. use of assessments relevant to academic/educational, career, personal, and social development

j. use of environmental assessments and systematic behavioral observations

k. use of symptom checklists, and personality and psychological testing

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

1. **Course Purpose**

The purpose of EPCE 5376 is to provide counseling students with the technological knowledge, dispositions, and skills to be effective professional counselors in school and community settings in the use, interpretation, administration, and cultural issues related to assessment. A focus will be on the current research in the assessment literature for use in school and community settings.

1. **Course Description and Methods of Instruction**

Fundamentals of Assessment for Professional Counselors. (3:3:0)

This course provides an examination of psychological assessments used in the field of professional counseling. It explores all aspects of the selection, administration, scoring, and interpretation of psychological and counseling assessments. The course focus is on community and school counseling and is taught face-to face using didactic methods, group discussions, and student generated presentations.

1. **Course Objectives/Knowledge and Skill Outcomes and Assessments**

|  |  |
| --- | --- |
| **Knowledge and Skill Outcomes** | **Assessments** |
| Understand historical perspectives concerning the nature and meaning of assessment and testing in counseling | II.F.7.a Quizzes |
| Knows procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, trauma and abuse, and reporting abuse. Uses assessments relevant to client’s academic/educational, career, personal, and social development | II. F. 7. c; II.F.7.d and II.F.7.i.Student presentations |
| Knows methods of effectively preparing for and conducting initial assessment meetings; uses environmental assessments and systematic behavioral observations as well as symptom checklists and personality and psychological testing | II. F. 7. b ; II.F.7.j. and II.F.7.kassessments |
| Understands use of assessments for diagnostic and intervention planning purposes and to diagnose developmental, behavioral, and mental disorders | II.F.7.e. and II.F.7.l.Assessment, presentation |
| Know basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.  | II.F.7.fpresentation, exam |
| Understand reliability and validity in use of assessments  | II.F.7.hpresentation, exam |
| Understand ethically and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.  | II.F.7.mpresentation, exam |
| Understand statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations | II.F.7.gpresentation, exam |

1. **Course Requirements/Methods of Evaluation Employed**

***Course Rules, Grading Style, and Cautionary Statements:***

1. I believe that all assignments should be turned in the day they are due. There is no such thing as a technical difficulty, for example, “my printer is out of ink,” or sending me a document that I can’t open. Assignments will be turned in using the corresponding assignment tab found on blackboard.
2. This is graduate school thus; you are expected to actively participate in all discussions, and complete all assignments when they are due.
3. You will do well in this course if you participate.
4. If you have any issues arise that will cause you to need extra time, for reasons covered within university policy, please send me an email letting me know.
5. **ADA STATEMENT:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

## ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010]

## RELIGIOUS HOLY DAY STATEMENT:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

1. Course Calendar - will adjust if needed

*Start and End Dates:* June 2 - July 1

*Weeks:*

Tuesday June 2 – Sunday June 7

Monday June 8 – Sunday June 14

Monday June 15 – Sunday June 21

Monday June 28 – Wednesday July 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday  | Wednesday | Thursday | Friday | Saturday |
|  |  | 2 | 3 | 4 | 5 | 6 |
|  |  | Start |  |  |  |  |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Self-Help |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|  |  | Blink Seminar | Blink Seminar |  |  | Blink Reflection |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|  |  |  |  |  |  |  |
| 28 | 29 | 30 | July 1 | 2 | 3 |  |
| Quizzes due |  | META due | END |  |  |  |

***EPCE 5376 Class Assignments:***

Total Possible Points = 700

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1. Chapter quizzes – 199 points – (8) All due by June 28. My recommendation is to start now. Questions will be created from chapter readings and the number (n) of questions fluctuates ch1 n=26, ch2 n=24, ch3 n=25, ch4 n=24, ch5 n=25 ch7 n=25, ch8 n=25, ch15 n=25 Unlimited attempts, but the final grade will be the average of all attempts. The quizzes follow the book chronology.
2. Assessment Administration and Interpretation —100 points June 29

Take one of the assessments discussed in the text, class, or choose any assessment you would like. Find a willing person to assess, who fits the demographic of the assessment by age, gender, etc. Once the assessment is completed, write up a one-page summary/analysis of the results, and a one-page summary of your experiences using this particular assessment. Ethically, you will need to deliver the results to the person who was assessed.

1. Self-Help Assessment – 100 points 50-synopsis, 50 voice over – Due June 7

Find two of the most ridiculous self-evaluations you can find. Search any media for the assessments. Take the assessment and interpret your results. Then, in a voice over, discuss the assessments and the meanings implied for untrained potential students/clients. The slides will include the website/media references, how many questions, how long it took, the benefits, and then the potential cons of lay people using such assessments. You will prepare a one sheet synopsis of the experience to turn in.

1. Blink Reflection and Socratic Seminar – 100 points - June 17 2:00pm to 4:00pm

Personal reflection – 50 points

Five-paragraph essay with an introduction, body paragraphs, and a sound conclusion. Points deducted for grammar mistakes. Must include a guidance lesson using this book with students. We will have a Socratic seminar over the book Blink.

Socratic Seminar Participation – 50 points

**SS Rubric**

Number of comments – 0 2 4 6 8 10 Text Reference – 0 2 4 6 8 10

Quality of comments – 0 2 4 6 8 10 Listens/asks/answers questions - 0 2 4 6 8 10

Application to Counseling Assessment – 0 2 4 6 8 10

1. Be kind, show up, turn things in on time – 1 point

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| Total 700 | 100% | 700 | A+ |
|  | 90% | 699-630 | A |
|  | 80% | 629-560 | B |
|  | 70% | 559-490 | C |

Below 70% is a failure in this course

CACREP Alignment

|  |  |  |  |
| --- | --- | --- | --- |
| CACREP 2016 Standard Section 7 ASSESSMENT AND TESTING  | Quiz | Reading | Assignment |
| a. historical perspectives concerning the nature and meaning of assessment and testing in counseling  | Ch1 | Ch1 | Blink, Quiz |
| b. methods of effectively preparing for and conducting initial assessment meetings  | Ch8 | Ch8 | META |
| c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide  | Ch8 | Ch8 | Lecture 2 activity |
| d. procedures for identifying trauma and abuse and for reporting abuse  | Ch15 | Ch15 | Lecture 2 activity |
| e. use of assessments for diagnostic and intervention planning purposes  | Ch7 | Ch7 | Presentation, Self-Help |
| f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments | Ch2 | Ch2 | Lecture 1, Self-Help |
| g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations  | Ch2 | Ch2 | Lecture 1, META |
| h. reliability and validity in the use of assessments  | Ch3/Ch4 | Ch3/4 | Lecture 1, Presentation |
| i. use of assessments relevant to academic/educational, career, personal, and social development  | Ch8 | Ch8 | Lecture 2 activity, Presentation, Blink Review |
| j. use of environmental assessments and systematic behavioral observations  | Ch1 | Ch1 |  Blink Review |
| k. use of symptom checklists, and personality and psychological testing  | Ch8 | Ch8 | Lecture 2 activity |
| l. use of assessment results to diagnose developmental, behavioral, and mental disorders  | Ch15 | Ch15 | Lecture 2, META |
| m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results  | Ch5 | Ch5 | Lecture 2 activity, META, Blink |

Presentation Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Exceptional - 5** | **Advanced - 4** | **Proficient - 3** | **Basic - 2** | **Beginning -1** | **Score** |
| **Content** | An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials | Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation | There is a great deal of information that is not clearly connected to the thesis | Thesis not clear; information included that does not support thesis in any way | It is virtually impossible to identify the thesis. |  |
| **Coherence and Organization** | Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized | Most information presented in logical sequence; generally, very well organized but better transitions from idea to idea and medium to medium needed | Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy | Presentation is choppy and disjointed; does not flow; development of thesis is vague | Presentation is without logical order and shows no development of thesis |  |
| **Creativity** | Very original presentation of material; uses the unexpected to full advantage; captures audience's attention | Some originality apparent; good variety and blending of materials/media | Little or no variation; material presented with little originality or interpretation | Repetitive with little or no variety; insufficient use of multimedia | Presentation is without creativity |  |
| **Material** | Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate | Use of multimedia not as varied and not as well connected to thesis | Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis | Little multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another | No multimedia materials are used. |  |
| **Speaking Skills** | Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence | Clear articulation but not as polished | Some mumbling; little eye contact; uneven rate; little or no expression | Inaudible or too loud; no eye contact; rate too slow/fast;  | Speaker seemed uninterested and used monotone |  |
| **Audience Response** | Involved the audience in the presentation; points made in creative way; held the audience's attention throughout | Presented facts with some interesting "twists"; held the audience's attention most of the time | Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination | Few related facts and often off topic; audience was confused. | Incoherent; audience lost interest and could not determine the point of the presentation |  |
| **Length of Presentation** | Within two minutes of allotted time +/– | Within four minutes of allotted time +/– | Within six minutes of allotted time +/– | Too long or too short; ten or more minutes above or below the allotted time | Over 10 minutes too long or short. |  |

**Course Resources and Bibliography**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, D.C.: American Psychological Association.

Babbie, E. (2004). *The practice of social research* (10th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Booth, W., Colomb, G., and Williams. (2003). *The craft of research* (2nd ed.). Chicago: University of Chicago Press.

Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. Newbury Park, CA: Sage.

Creswell, J. (1997). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Denzin, N. and Lincoln,Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Dillman, D. (2000). Mail *and internet surveys: the tailored design method*. New York: John Wiley & Sons.

Durkin, J. (1997) Using computers in strategic qualitative research. In G. Miller & R. Dingwall (Eds.) *Context and method in qualitative research*. London: Sage, pp. 92-105

Fowler, F.J. (2001). *Survey research methods*. Thousand Oaks, CA: Sage.

Glesne, C. (1998). *Becoming qualitative researchers: An introduction*. New York: Allyn & Bacon.

Goldman, L. (Ed.). (1978). *Research methods for counselors*. New York: John Wiley & Sons.

Grinnell, R. M. Gabor, P, & Unrau, Y. (1997). *Evaluation and quality improvement in the human*

 *services.* Needham Heights, MA: Allyn & Bacon.

Isaac, S. & William, M. (1995). *Handbook in research and evaluation: A collection of*

 *principles, methods, and strategies useful in the planning, design, and evaluation of*

 *studies in education and the behavioral sciences* (3rd ed.). San Diego, CA: Edits

 Publications.

Kaplan, David. (2004). *The SAGE handbook of quantitative methodology for the social sciences*.

 Thousand Oaks, CA: Sage.

King, J.A. (1995). Bringing research to life through action research methods. *Canadian Journal*

 *on Aging, 14*(1, Supp. 1), 165 – 176.

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage

 Publications.

Maxwell, J.A. (2004). Qualitative research design: An interactive approach. Thousand Oaks,

 CA: Sage.

Miles, M. and Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd

 edition). Thousand Oaks: Sage.

Morgan, D. (1996). *Focus groups as qualitative research*. Thousand Oaks, CA: Sage.

Moustakas, C.E. (1996). *Phenonenological research methods*. Detroit, MI: Center for

 Humanistic Studies.

Nugent, W. R. Sieppert, J. P., & Hudson, W.W. (2001). *Practice Evaluation for the 21st century*.

Belmont, CA: Brooks/Cole.

Palys, T.S. (2003). *Research decisions: Quantitative and qualitative perspectives* (3rd ed.).

 Scarborough, Canada: Nelson Thompson.

Pan, M. Ling. (2005). *Qualitative research and evaluation methods*. Thousand Oaks, CA:

 Sage.

Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Posavac, E. J., & Carey, R. G. (1997). *Program Evaluation: Methods, and case studies* (5th

 ed.). Upper saddle River, NJ: Prentice Hall.

Punch, K. (2005). *Introduction to social research: Qualitative and quantitative approaches*.

 Thousand Oaks, CA: Sage.

Salant, P. and Dillman, D. (1994). *How to conduct your own survey*. New York: John Wiley

 and Sons.

Strauss, A. & Corbin J. M. (1998). *Basics of qualitative research: Techniques and procedures*

 *for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Wilkinson, W. K. & McNeil, K. (1996). *Research for the helping profession*. Belmont, CA:

 Brooks/Cole.