

**Niagara University
Graduate Counseling Program
Fall 2006**

Shannon Hodges, Ph.D.
Timon Hall # 21
(716) 286-8328 (o)
(716) 745-7889 (h)
shodges@niagara.edu

Office Hours: M 1:00- 3:00 PM
Wed: 2:00- 4:00 PM
Th.: 1:00- 3:00 PM
Or by appointment

Note: Please turn off all cell phones prior to entering the classroom.

Also: This class, like all my classes will be taught from a social justice viewpoint. All opinion expressed by me are subject to debate and my teaching philosophy is not meant as indoctrination. But, it is critical to pose such questions, for example, as to why students from higher socioeconomic standings score higher on performance tests (SAT, GRE, etc.) and why people from lower socioeconomic standing score higher on assessments of psychopathology.

A. Course Number, Title and description

EDU 657A: Assessment in Counselings

This course examines the history and current use of assessment and testing in counseling and psychology. We will study and apply various career, clinical, personality, achievement and high stakes tests. The course will also examine how various tests and assessments impact multicultural and meta-cultural populations. While this class would enable graduate to give and interpret many assessments, some specialized assessments (e.g., I.Q. tests, projective tests) may require further graduate or post-graduate training.

B. Conceptual Framework

Niagara University's graduate counseling programs adhere to the Core Areas set forth by the **Council on the Accreditation of Counseling of Counseling and Related Educational Programs (CACREP) and the Code of Ethics of the American Counseling Association (ACA)**. The Eight CACREP Core areas are listed below:

1. Professional Identity: *addressed in course*
2. Social and Cultural Diversity: *addressed in course*
3. Human Growth and Development: not addressed in course
4. Career Development: *addressed in course*
5. Helping Relationships: *addressed in course*
6. Group Work: not addressed in course
7. Assessment: *addressed in course*
8. Research and Program Evaluation: not addressed in course

Note: Areas not addressed above are addressed in other counseling course work.

C. Day, Time and Place:

Wednesday, 4:20-7:05 PM
Dunlevy (DN) 228

D. Number of Credits

Three (3) credit hours

E. Title of Text

Hood, A. B., and Johnson, R. W. (2002). *Assessment in counseling; A guide to the use of psychological assessment procedures*. (3rd ed.) Alexandria, VA: ACA Publications.

F. Bibliography:

American Counseling Association: www.counseling.org/

Association for Assessment in Counseling: www.counseling.org/

American Psychological Association (APA): www.apa.org/

Cohen, R., Swerdnik, M., & Phillips, S. (1996). *Psychological testing and assessment: An introduction to tests and measurements*. London: Mayfield.

Fraenkl, J. R. and Wallen, N. E. (1993). *How to Evaluate Research in Education*. New York: McGraw-Hill.

Murphy, K. R. and Davidshofer, C. O. (1988). *Psychological Testing: Principles and Applications*. Englewood Cliffs, NJ: Prentice-Hall.

Salvia, J. & Ysseldyke, J. E. (1999). *Assessment* (8th ed.). Boston: Houghton-Mifflin.

Sattler, J. M. (1990). *Assessment of children*, (3rd ed.). San Diego: Sattler Publications.

Taylor, R. L. (2000). *Assessment of exceptional students: Educational and psychological procedures* (5th ed.). Boston: Allyn & Bacon.

Zuckerman, E. L. (2000). *Clinician's thesaurus: The guide for writing psychological Report* (5th Ed.). New York: Guilford.

G. Outline of Topics to be Covered:

1. Purpose of psychological testing.
2. History of testing.
3. Nature of assessments: Norms, correlations, validity & reliability, etc.
4. Assessment of: Intelligence, aptitude, career/vocational, personality inventories, and mental health assessment, high stakes testing, subjective assessments, etc.
5. Understanding issues of multicultural & meta-cultural issues in assessment.
6. Ethical standards in testing and assessment.

H. Course Objectives

The overall objective of the class will be to provide the student with the necessary skills, knowledge and aptitudes necessary for assessing and interpreting a client's interests, abilities, achievement, mental status and personality. The following competencies will be covered:

1. Knowledge regarding of the strengths and limitations of assessment.
2. The ability to interpret data from clinical, aptitude, career and other inventories and apply to clients' situation.
3. Demonstrate knowledge and understanding of statistical concepts with regard to individuals/groups. (e.g., reliability, validity, correlation, etc.)
4. Understanding multicultural issues in assessment.
5. Actively participating during in-class discussion.

I. Teaching and Classroom expectations

The class will consist of student-focused, didactic presentations, combined with some lecture. For our class to maximize its potential, in class participation by students is both expected and critical. Students are expected to actively participate in class discussion and in class participation counts for 20 points on your final grade. (See below)

J. Types of Assignments and grading

1. Exam 1: February 22 (100 points total)*

2. Exam 2: May 10 (100 points total)*

*** Each exam will have a four point extra credit question.**

3. Mental Status Examination (MSE) Report (30 points)

There will be a handout to follow. Due Feb. 8.

4. In class participation: 20 points.

Method of evaluation:

- a. Degree of participation and contribution to class discussions.
- b. Weekly attendance in class.
- c. Note: If you miss a class, provide a two page overview of the chapter missed.
- d. More than two missed classes (2) will result in a grade of incomplete (I).

4. An APA style term paper is required. This assignment is worth 100 points. The paper should address an assessment of interest. Length should be 8-12 pages, properly referenced (APA) and free of grammatical errors. **I have attached guidelines for the paper on this syllabus. Due May 3.**

Total points possible= 350

Grading scale:

A+= 350-346

B-= 304-295

A= 345-335

C+= 294-285

A-= 334-325 C= 284-275
 B+= 324-315 C-= 274-265
 B= 314-305

F= 264 and below (No 'D' grade in grad classes)

I= Incomplete (Results from three absences and requires repeating the course)

K. Focusing Time:

The first five minutes of each class are reserved as focusing time. We will alternate between silence one week and reflective music the next. This voluntary technique is intended for the purposes of relaxing and cleansing one's mind of busy thoughts in order to more fully engage the course material. We may use contemplative music from a variety of traditions, including Buddhism, Judaism, Christianity, etc., *though this exercise is not intended to promote religiosity.*

L. Weekly Schedule and attendance:

Note: Class attendance is mandatory. If you are absent, turn in a two-page summary of the chapter that was assigned. This policy is intended for all absences. **Failure to turn this in at the beginning of the next class will result in a deduction of two points from your sum total. Also, any student absent for more than two classes will receive an incomplete grade for the course (I).** The objective is not one of punishment, but one of maximizing the classroom experience.

Jan. 18 Introduction to assessment. Chap. 1 & 2.
 Jan. 25 Chap. 3& 4
 Feb. 1 Chap. 5:
 Feb. 8 Chap. 6 & 7. (**Mental Status Report Due**)
 Feb. 15 Chaps. 7&8
Feb. 22 Exam I (100 points)
 Mar. 1 Chaps. 8 & 9
Mar. 15: No Class: Winter Recess
 Mar. 22 Chaps. 10 & 11.
Mar. 29 No Class: ACA National Conference
 Apr. 5 Chaps. 11 & 12
Apr. 12 No Class: Easter Break
 Apr. 19 Chaps. 12 & 13
 Apr. 26 Chaps. 13 & 14
 May 3 Chaps. 15 & 16 (**Term paper due. (100 pts.)**)
May 10 Exam II (100 pts.)

Note: The above schedule is subject to change given the pace of the class.

M. Disability Accommodations

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of the semester. Students should also notify Diane Stoelting, Coordinator of Specialized

Services (located on first floor Seton Hall, ph. (716) 286-8076) of their particular situation and special needs. As per federal law (ADA/Section 504) Niagara University will make reasonable accommodations for persons with documented disabilities.

N. Counseling Services

Counseling services are provided for all Niagara University students free of charge. The Office of Counseling Services is located on the lower level of Seton Hall, ph. 286-8536. *Counseling services are confidential.*

O. Writing Center:

Students are encouraged to make use of the NU Writing Center. The Writing Center is located on the first floor of Seton Hall (ph. 286-8075). Spring semester hours are: Tu., Wed. and Thur., 1:00-4:00 PM. If the Writing Center's hours are not reasonable for you, it would be prudent to have a friend, relative, or someone you trust examine your paper.

P. Academic Integrity:

Any student caught plagiarizing the term paper or caught cheating on the exams will be subject to a grade of F.