

Argosy University—San Francisco Bay Area

COURSE SYLLABUS

C7410

Assessment in Counseling

[Fall I 2009 - blended format]

Class Hours: Online instruction: September 8nd to October 28th
September 19th & 20th (9:00am – 5:00pm)
October 17th & 18th (9:00am – 5:00pm)

Faculty Information

Faculty Name: Susan Guzzo, Psy.D
Campus: San Francisco Bay Area
Contact Information: Phone: 510/282-0680
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Office Hours: by appointment

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Course Pre-requisites: None

Course Description:

This course is designed to build on students' current understanding of psychological assessment in developing expertise for its practical application in clinical settings. The process of clinical assessment will be explored in detail, from making effective referrals to understanding and utilizing the resulting evaluation reports. Students will review commonly used assessment tools and their functions, including the ethical, legal, and effective use of these instruments. Leveraging the underlying statistical concepts and psychometric properties, students will gain familiarity in reading test results. It is assumed that students are familiar with basic descriptive statistics, reliability, and validity; a brief review will be provided. The implications of testing with cultural and special needs populations will also be covered.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Session I (7.5 week courses): October 11, 2009
Fall Session II (7.5 week courses): December 2, 2009
Fall Full Term (15 week courses): November 14, 2009

Required Textbook:

Kaplan, R. M., & Saccuzzo, D. P. (2008). *Psychological Testing: Principles, Applications, and Issues, 7th Edition*. Belmont, CA: Wadsworth.
ISBN-13: 978-0495095552

or

Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing: Principles, Applications, and Issues, 6th Edition*. Belmont, CA: Wadsworth/Thomson Learning.
ISBN: 0534633064

Use of the 6th edition is acceptable for this class, and much less expensive.

Technology: Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office and Adobe Acrobat (full version), Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08. Norton Antivirus.

Course length: 7.5 Weeks
Contact Hours: 22.5 Hours
Credit Value: 3.0

Program Outcomes: This course addresses Program Outcome One: Professional Practice, Competency 1: Assessment and Skills, and Program Outcome Four: Ethics.

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for**

improvement of counseling psychology services using statistics and evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: **Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Course Objectives:

At the conclusion of this course students will

- 1) Demonstrate familiarity with relevant measures of intelligence, achievement, personality, and ability.
- 2) Demonstrate understanding of the cultural implications (ethnicity, language, gender, age, SES) of assessment and potential for test bias.
- 3) Demonstrate understanding of the ethical implications of assessment.

- 4) Demonstrate the ability to reference statistical concepts in understanding test results.
- 5) Evaluate the validity and usefulness of evaluation reports.
- 6) Utilize test results to improve treatment planning and client self-awareness.

Course Requirements:

This course is taught in a blended format that involves in-class didactic and group learning experiences paired with posted lecture material, discussion groups, and assignments. Online course curriculum will be presented through the Argosy Internet eCollege platform. Throughout the duration of the course, students will be expected to read the required texts, participate in online discussions, and complete all assignments as indicated; students will also be expected to participate meaningfully to class discussions and exercises.

Assignments should be submitted through the appropriate Dropbox in eCollege and are due by 9pm Pacific Time on their respective due dates. **No late work will be accepted without prior permission from the instructor.** In addition, Argosy's plagiarism policy is strongly in effect in my classes. **All assignments must be completed in order to pass the course.**

Since online discussion is the heart of effective online learning, students are expected (i.e., required) to post to the discussion board to demonstrate their full engagement with the material (a minimum of three times per week). Students will respond to the weekly discussion thread presented, respond to classmates' ideas in a thoughtful manner, and/or start a new discussion thread that relates to the material in some manner.

Weekly Schedule:

Week 1: 9/8/09

Introduction and Review of Statistical Concepts

Read Chapters 1, 2, 4, and 5 (do not worry about formulas, get the concepts!)

Week 2: 9/14/09

Tests of Intelligence and Achievement

Read Chapters 9, 10, 11, and 12

Weekend 1: 9/19 & 9/20

Make sure that you have completed all the reading prior to the weekend. You will be expected to contribute usefully to the discussion of the material.

Week 3: 9/21/09

Specialized Tests and Neuropsychological Tests

Read Chapter 17

Week 4: 9/28/09

Tests of Personality

Read Chapters 13 and 14

Week 5: 10/5/09

Culture and Ethics in Assessment

Read Chapters 19 and 21

Week 6: 10/12/09

Evaluating Reports

Reading TBD

Weekend 2: 10/17 & 10/18

Final Exam

Week 7: 10/19/09

Now what? Utilizing Test Results

Reading TBD

Week 8: 10/26/09

Papers Due

Grading Criteria:

<i>Attendance/participation</i>	25%
<i>Assignments</i>	25%
<i>Final Essay</i>	25%
<i>Final Exam</i>	25%
	100%

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to

select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.