San José State University
Department of Counselor Education
EDCO 282 Educational Assessment for Counselor
Fall 2009

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Office Hours:	Tuesday 2-4, Thursday, 2-4
Class Days/Time:	Tuesday 4-6:45
Classroom:	IRC, Rm. 317
Prerequisites:	EDCO 215, and EDCO 218

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 the foundation for 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 students develop skills in the use of educational counseling skills.

The purpose of the course is to provide students with an opportunity to examine the concepts of assessment and evaluation in educational and other counseling settings, the principals underlying the assessment process, individual techniques for diagnosis and assessment, and to develop skills needed to implement evaluations wisely. Students will gain skills needed to develop assessment skills and tools for use in their careers.

Course Goals and Student Learning Objectives

1: To help students understand the ethical dimensions of using assessment techniques, tests and test data.

2: To help students integrate information from several assessment sources, including testing, interviews, school or agency reports in their writing of reports.

3: To teach students the characteristics that defines the variety of mental health problems that interfere with learning and successful coping strategies.

Course Content Learning Outcomes

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

1: To demonstrate ethical decision making in assessing students and clients

2: Write coherent educational reports based on valid assessments

3: Students will be able to assess students and clients from diverse cultural backgrounds.

Relevant PPS credential standards and course objectives applicable to this course (see http:/www.ctc.ca.gov/educator-prep/standard/pps/pdf)

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 out comes 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

Note that this course is Internet augmented, but is not an online course. Class meets face to face each week as scheduled. Students will need to use the internet to read material, post their work, get details on assignments, keep track of any changes that might be made to the course schedule, etc.

Required Texts/Readings

Textbook

Diagnostic and statistical manual of mental disorders: (4th Ed). Washington, D. C: American psychiatric association.

Articles related to the course are also found on the website.

Highly recommended:
The first interview: Revised for the DSM-IV by James Morrison, NY: Guilford Press.

Suggested Readings:

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

Interviewing children and adolescents: Skills and strategies for effective DSM-IV diagnosis: by James Morrison & Thomas Ander, (2002). NY: Guildford Press.

Classroom Protocol

Students are expected to attend all classes and arrive on time unless they receive instructor approval.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://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/ . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Case studies: Each student is expected to write two assessment case studies. These papers will be evaluated on the assessment of mental health, cultural and educational factors that affect a pupil's performance at school and at home. Students will be expected to include the assessment techniques and tools presented in class. Each paper should be 3-5 single spaced pages. More information on the format will be posted on the website. Students are not allowed to use friends or relatives for clients.

Case presentation: Each student will present orally to the class one of their two case study assessments. Students will write a one page outline and bring copies to class and post on the website (at least 24 hours in advance of the presentation).

For all work students will be expected to honor confidentiality and other ethical concerns.

Case study 1	25%
Case study 2	25%
Presentation	25%
Participation	25%

A	90-100%
B	80-89%
C	70-79%
F	below 70%

There is no extra credit

Late work without instructor approval will be reduced at least one grade.

Participation grading is based classroom discussion

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is availabe at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced 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 adaptations 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, and 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/.

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//.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/ .

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Week	Date	Topics, Readings, Assignments, Deadlines (see the website for the readings)
1	8/25/09	Introduction to class objectives, goals, etc.
2	9/1/09	Topic- Ethics considerations when making assessments - **Read – Folder on Ethics** - *Begin looking for a client to interview*
3	9/8/09	- Topic –Beginning a case study, identifying data - **Read –EDCO 282 CASE STUDY GUIDELINES**
4	9/15/08	*In class - schedule presentation dates* Topic – The counseling interview and writing a case study, observing appearance **Read - Folder DSM-IVR, Introduction to the DSM**
5	9/22/09 Campus furlough day	Topic – The counseling interview and writing a case study, understanding the presenting problem **Continue reading DSM-IVR Folder**
6	9/29/09	Topic, The counseling interview and writing a case study, beginning the developmental history Read – **Study section in the DSM that provide information on how to use the manual**
7	10/6/09	Topic, A Mental Status assessment

Week	Date	Topics, Readings, Assignments, Deadlines (see the website for the readings)
		Read - **Mental Status**
8	10/13/09	Topic- Using the multi-axial assessment approach Read – **Case studies articles and study DSM**
9	10/20/09	Topic, understanding how to make a differential assessment Read - **Case studies articles and study DSM**
10	10/27/09	Topic – Psychological testing Read – **Psychological tests in Optional reading** 1st case study due today
11	11/3/09	Topic - **Assessing Children and Adolescents- Tools to use for School Counselors** Read – **Four Phases of Assessment as a Problem-Solving Process**
12	11/10/09	Topic Various school assessment tools Read - **Social—Emotional Assessment worksheet**
13	11/17/09	Topic, Various school assessment tools (cont) Read - **A Sampling of General-Purpose Child Behavior Rating Scales**
14	11/24/09	Topic, Semi structured interviews for students Read – **Recommended Areas of Questioning and Examples for Semi-structured Interviews with Children and Youth**

Week	Date	Topics, Readings, Assignments, Deadlines (see the website for the readings)
15	12/1/09	Topic, Multicultural assessment Read – **Multicultural assessment** 2nd Case Study Due
16	12/8/09	Topic, Assessing for Suicide Read- **suicide assessment** Final course meeting
Final Exam		Venue and Time to be determined