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***EDCO 6674: Introduction to Psychoeducational Assessment***

**Spring Quarter**

**Wednesdays, 5pm-7:35pm**

**(3 credits)**

**Instructor:**

**Email**:

**Phone**:

**Office:**

**Office Hours:** By appointments

**School of Education (SOE) Mission Statement**

The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

**Department of Counselor Education Mission Statement**

“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

**Course Description**

The course examines theory and practice of assessment for school counselors. It provides exposure to major tests and appraisal instruments, assessment guidelines and procedures, and interpretation models used in area schools. The basics of psychometric theory and interpretation are covered. This three-credit course is comprised of content to meet knowledge-based criteria, including ones for 2016 CACREP common core and specialty standards, as well as for Washington State ESA certification in School Counseling (WAC 180-78-295) and in School Psychology (WAC 180-78-310).

*Note*: We will not cover in depth diversity issues in appraisal, special education testing, and career assessmentmethods and procedures. These topics will be covered in other EDCO courses.

**Course Objectives and Outcomes**

**Objective: Knowledge Foundation**

* Students will understand the historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a.)
* Students will learn about theories of normal and abnormal personality development (CACREP: 2.F.3.c)

**Objective: Critical Thought and Application**

* Students will learn methods of effectively preparing for and conducting initial assessment meetings (CACREP: 2.F.7.b.)
* Students will discuss the use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i.)
* Students will learn use of environmental assessments and systematic behavioral observations in P-12 settings (CACREP 2.F.7.j.)

**Objective: Professional Identity and Values**

* Students will learn strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.l.k.)
* Students will learn ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m.)
* Students will learn assessments specific to P-12 education (CACREP 5.G.1.e)

**Required Text:**

Hays, D. (2017). *Assessment in Counseling: Procedures and Practices* (6th Ed).

Alexandria, VA: American Counseling Association.

**COURSE ASSIGNMENTS:**

1. **Class Attendance and Participation (15%)**: Throughout the quarter, we willengage in a variety of class activities designed to help you apply and integrate the material we’re learning about. For example, students may be given case vignettes to discuss. Each student is expected to engage in meaningful discussion of the course content. There will be a combination of online discussion and in-person to assess this portion of your grade. These activities are aimed at promoting students’ analytical thinking. Poorly written responses will be returned for a re-write. At the end of the quarter, students who participate in and complete all of the class activities (in-person and online) will receive full credit (15 points).
2. **Quizzes (40%):** A total of five graded quizzes will be posted on Canvas. The lowest score of the five will be dropped andwill not count toward your final grade. Quizzes cover materials from the assigned readings. Each quiz will be available from Wednesday after class (8 pm) to Sunday night (11:59 pm). Students are expected to independently respond to the quiz questions, and not to work in groups. You may refer to the textbooks and other materials during the quiz; however, there are time limits for completing the quizzes. Instructions are posted on Canvas.
3. **Psychological Construct and Test Paper (20%):** Full instructions on this assignment are posted on Canvas. You will select a psychological construct of interest (i.e., intelligence, self-esteem, anxiety, math skills, depression) which is measured at school. You will perform a literature review on the construct and consider issues which may surface regarding the assessment of this construct. You will then select an instrument used to measure the construct. You will examine the psychometric properties of this assessment, and analyze potential issues surrounding administration and interpretation of results. This paper is due by Sunday, May 9th (11:59 pm)
4. **Assessment Report, Presentation and Peer Evaluation (25%)**. In dyads, you will complete an assessment report on a student volunteer. The presenting concern will need to focus on at least two of the following, academic, socioemotional or career related concerns. You will present your report as a dyad to your peers as a mock conference. The purpose of this assignment is to demonstrate specific assessment strategies to meet the needs of individual students, and an ability to synthesize objective, behavioral, and clinical data in service planning. More information will be provided later the semester.

**EVALUATION:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Percentage | Due date |
| 1 | Class Attendance & Participation | 15% | Ongoing |
| 2 | Quizzes (4) | 40% | Ongoing |
| 3 | Psychological Construct Paper | 20% | Week 7 |
| 4 | Assessment Report and Presentation  Peer Evaluation | 25% | Week 10 |
| **Total** | | **= 100%** |  |

**Grading Scale:**

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C

Per program requirements, you must receive a B or higher grade in this course for course credit.

**TENTATIVE COURSE SCHEDULE**

*\*This schedule is flexible and should be viewed as a guide for course activities over the semester. The instructor may make adjustments at any time to meet the needs of the class. The class will always be informed when any changes are made.*

\*Guest lecturer/speaker can visit without pre-announcement!

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| --- | --- | --- | --- |
|  | **Dates** | **Tentative Topic(s) for Class** | **Reading for Week**  **and Due Dates for Assignments** |
| W1 |  | * Course introduction * Syllabus | \*None |
| W2 |  | * Historical and Contemporary Issues of Assessment * Assessment Diagnosis and Intervention * **Quiz 1** | \* READ: Chapters 1-2 & 16  (Hays, 2017) |
| W3 |  | * Selection and Interpretation of Assessment * **Quiz 2** | \* READ: Chapters 3 & 4  (Hays, 2017) |
| W4 |  | * Assessment Planning * Intelligence and Academic Aptitude Assessment | \* READ: Chapters 6 & 8-10  \*Online Discussion |
| W5 |  | * Personality and Interpersonal Assessments * **Quiz 3** | \* READ: Chapters 13-14 |
| W6 |  | * Career and Life-Planning related Assessments | \* READ: Chapter 11  (Hays, 2017)   * \***Psychological Construct Paper Due (**at 11:59pm**)** * \*Online Discussion |
| W7 |  | * Interest Inventories and Measures * **Quiz 4** | \* READ: Chapter 12  \*Work on Assessment Report and Presentation. |
| W8 |  | * Student Presentations | \*Online Discussion |
| W9 |  | * Student Presentations * **Quiz 5** |  |
| W10 |  | * Student Presentations | Final \***Assessment Report Due** (at 11:59pm)  \*\***Assessment Peer Evaluation due** at 11:59pm) |

***Course Evaluation***

It is my hope that you will participate in an online evaluation of this course and its instructor(s) in a thoughtful and constructive manner.  The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments.  Courses are evaluated using the Banner Course Evaluation System.  All answers are completely confidential - your name is not stored with your answers in any way. In addition, your instructor(s) will not see any results of the evaluation until after final grades are submitted to the University.

***Methods of Instruction and Course Organization***

This is an introductory and survey course where the primary modes of instruction will be a mixture of instructor presentation, classroom discussion, demonstration/practice, and cooperative learning activities. To augment the class topics, videos and guest speakers may be used, as well as a field-based observation experience.

**2016 CACREP Standards**

|  |  |  |  |
| --- | --- | --- | --- |
| CACREP Standard | Coverage in Course | Date | Assessment |
| Students will understand the historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a.) | Lecture  In-Class Discussion | Week 1 | Quiz 1 |
| Students will learn about theories of normal and abnormal personality development (CACREP: 2.F.3.c) | Lecture  In-Class Discussion | Week 5 | Quiz 3 |
| Students will learn methods of effectively preparing for and conducting initial assessment meetings (CACREP: 2.F.7.b.) | Lecture  Online Discussion | Weeks 4, 8-10 | Assessment Report and Presentation |
| Students will discuss the use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i.) | Lecture  In-Class Discussion | Weeks 4-7 | Psychological Construct Paper  Quiz 3 & 4 |
| Students will learn use of environmental assessments and systematic behavioral observations in P-12 settings (CACREP 2.F.7.j.) | Lecture  Online Discussion | Weeks 6, 8, & 10 | Quiz 4  Assessment Report and Presentation |
| Students will learn strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.l.k.) | Student Presentations | Weeks 8-10 | Class Attendance, Participation,  Assessment Report and Presentation |
| Students will learn ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m.) | Lecture | Week 3 | Quiz 2 |
| Students will learn assessments specific to P-12 education (CACREP 5.G.1.e) | Lecture  Online Discussion | Week 4 | Online Discussion |

**SPU ACADEMIC & SAFETY POLICIES**

**Academic Integrity Policy**: Students are expected to follow the standards of scholarship explained in the most recent Graduate Catalog. The penalty for any proven or admitted infraction of these standards will be a course grade of F.

**Disability Support Services:** If you have a specific disability that qualifies you for academic

accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

**Inclement Weather School Closure Policy:** Full Closure means that all classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

**Emergency Preparedness Information:**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text

message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed

intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

\* Stay inside and await instruction, unless you are in immediate visible danger.

\* Move to a securable area (such as an office or classroom) and lock the doors.

\* Close the window coverings then move away from the windows and get low on the floor.

\* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

\* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.

\* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

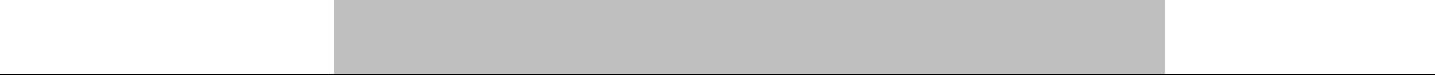
Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional information about emergency preparedness can be found on the SPU web page at

http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety and Security at 206-281-2922.

**Instructor and Self-Evaluation Form**

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| --- | --- | --- |
| **Student Name:** | **Grading Rubric:**  **3: exceeded expectations**  **2: met expectations**  **1: below expectations** | **Self Assessment:** |
| **1. Attendance** | 3: I was on time for and attended each class meeting.  2: I missed one class meeting OR I came late for more than one class meeting.  1: I missed more than one class meeting OR I came late for more than three times. |  |
|  |  |  |
| **2. Reading** | 3: I read all of the assigned readings prior to class.  2: I read most of the assigned readings prior to class.  1: I eventually read most of the assigned readings, not always prior to class. |  |
|  |  |  |
| **3. Participation in class discussions and course activities** | 3: I actively participated in all class meetings and activities.  2: I actively participated in most of the class meetings and activities.  1: I actively participated some of the time. |  |
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| **Extra Credit (optional) for completing the student evaluation for this class** | I have completed the anonymous student evaluation and feedback for this class online, and have sent my professor an e-mail proof (1 point) |  |
|  | **Total Points:** |  |

1. **Class Activities and Take‐home Assignments will be announced in class or posted on Canvas**
2. **Quizzes are posted online**

**Psychological Construct Paper Format**

**Instructions:**

The term ‘construct’ is a term used to describe a complex psychological idea. There are many psychological human constructs which are regularly examined in the school setting, such as intelligence, self-esteem, anxiety, reading comprehension, depression, executive function skills, math skills, or social skills, which are measured using psychological tests.

Part 1: **Select a psychological construct**: During the second week of the course, you should select a construct you are interested in, and begin reviewing the psychological literature: 1) on the construct; and 2) on assessing it. After reviewing the literature, you will write a 1-2-page paper (not including references) which defines the construct and what is generally known or accepted about it. Your literature review does not have to be exhaustive but should be of sufficient depth to provide a general understanding of your chosen construct. In addition, you should address potential issues surrounding assessing this construct in the school setting.

Part 2: **Identification of an appropriate instrument**. Find one standardized assessment which is available for measuring your chosen construct, which can be administered by a school psychologist, or by a counselor, and write a 1-2 page section which includes the following information: Title of the Assessment, Publication date, authors/publishers, time to administer, Purpose of the test, Target Population, level of administration, Full scale score (s) provided, composites assessed, subtests or subscales included.

In this section, you should include a **brief discussion** on the following: Is there information regarding the reliability and validity of this assessment? From the information you have gathered, do you believe this assessment to be valid and reliable? *What potential challenges can you see might exist in the administration of this assessment?* *Is there any issues you might raise regarding the interpretation of the results of this instrument?*

**Writing format instructions**: Your paper should be written in APA format, double spaced, with size 12 font (Calibri or Times New Roman) with 1-inch margins. You do not need a coversheet or a running head, but you do need to include a references page. You should cite at least three (3) sources in addition to the test manufacturer for the instrument that you choose. This assignment is due by May 3, 2020. Please see the attached rubric for grading details.

**Learning Objectives for this Assignment:**

Understand the general principles, purposes, and methods of psychoeducational and types of educational assessment. (CACREP F.7.a)

Understand the development, nature, and characteristics of informal and alternative assessment instruments, including their psychometric properties, procedures for administration and their applications in the school setting. *(CACREP F.7 E, g, & h)*

Understand the various factors that may affect test performance as well as other problematic issues related to student appraisals. *(CACREP F.7. j)*

Consider one’s role as a school counselor in understanding, interpreting, utilizing or designing a psychoeducational assessment in a multidisciplinary team context. (*CACREP Section 2 F.1.k*).

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| --- | --- | --- | --- |
| Standard: | Exceeds Expectations  (5) | Meets Expectations  (4) | Needs Improvement  (0-2) |
| Construct Development | Sophisticated, scholarly approach to the construct; concepts articulated with distinction. | Relevant concepts and discussion developed with clarity and thoroughness. | Demonstrates inadequate development of the task, chosen construct or development of concepts. |
| Uses Critical Thinking in the Discussion | Excellent analysis, with discussion that demonstrates deep understanding of the construct and  Surrounding issues. | Good use of critical thinking in discussing both construct and surrounding issues. | Little use of critical thinking in the discussion, relevant issues may not be noted. |
| Effective Use of Sources | Highly effective use of extensive sources is distinctive. | Paper integrates at least the required number of sources effectively throughout the paper. | Provides less substantial source support; may have missing citations. |
| Psychometric properties/information | Extensive information and discussion regarding validity/reliability and scoring | Good information and discussion regarding validity/reliability and scoring | Basic information provided with little discussion; some information may be missing. |
| APA and formatting | Paper follows all instructions, is highly organized, very-well cited and has no mechanical/grammatical errors. | Paper follows formatting instructions, is well-organized and cited, and has minimal (1-4) mechanical errors. | Papers may not follow all formatting instructions, or may have citation or mechanical/grammatical errors |

**Paper Grading Rubric \_\_\_/20 Total PointS**

**Assessment Report and Presentation Format**

For your final assignment, you are asked to assume the role of a school counselor in the evaluation process for a student presenting with academic and emotional/behavioral concerns. You will be provided with various types of information from multiple sources to analyze and interpret findings. You will present your findings and recommendations for next steps to educators and parents (your peers) in a mock evaluation feedback meeting via Zoom. In your recommendations, be sure to consider whether further areas for assessment are needed, and specific interventions. Refer to Appendix B (Hays, 2017, p. 352) for a sample Assessment Report.

**Details**:

You will work in dyads as part of a comprehensive counseling program to provide an assessment report on a student presenting with concerns affecting academic and/or social/emotional progress in the school environment. The assessment report should be an in-depth understanding of your student, their presenting issue, use of assessment and rationale. Therefore, your report ought to be a minimum of five pages (including case conceptualization). Additionally, your Assessment Report should include the following components,

* ***Brief Description of the Student****:* 
  + Demographic information, date of evaluation and report
* ***Reason for Referral***:
* A brief description of the presenting issue and general nature of the background behind needing an evaluation
* ***Relevant Background Information*** (e.g., background and history, cultural identity, health status)
  + Be thorough but succinct!
* ***Evaluation Procedures* (2)*:***
  + Determine and list the assessment procedures you used for your student that can be provided in the school setting.
  + This is the time to insert your interpretations under each area of assessment obtained conducted on the student (e.g., interpret the results of intelligence testing, achievement testing, behavior rating scales, and the self-concept scale).
  + Describe the purpose of each assessment—what does it measure and why was it used?
* ***Behavioral Observations***:
* Specific behaviors that were observed during the interviews and assessments can be included in this section. The way the client approached the assessment, reactions to questions or any problems that arose from conducting assessment are to be noted here as well.
* ***Assessment Results and Interpretations*:**
* Describe findings/interpretations in parent-friendly language
  + - Present your findings and recommendations to the Student Support Team, including your student’s parents and teacher. Be sure to enroll the parents and student (if appropriate) throughout this process!
      * Explain the purpose of the overall evaluation
      * Explain the components of the evaluation
    - Provide an overall written interpretation of your student’s strengths and needs at this time.
* ***Recommendations*:**
  + - Make recommendations for interventions
* ***Concluding Summary*:**
  + Restate findings and conclusions briefly