



**College of Education and Human Development
Counseling and Development Program**

EDCD 604.001: Assessment and Appraisal in Counseling
Thursday, 4:30 PM – 7:10 PM
Instructor: M. Quinn, Ph.D.
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Fall 2010
East Building 201
Office Phone: 703-385-7575 X2
Individual student conferences by appointment

Course Description

Prerequisite: EDRS 590 or EDCD 601.

This course prepares students to become informed about psychological and educational tests and assessment procedures that are used and applied in a counseling context. The course will cover basic psychometric properties of tests, methods of gathering and interpreting data, the development and use of assessment tools, resources for learning about tests, and how to choose, administer, and interpret individual and group tests within a culturally appropriate framework.

Relationship to C & D Program Goals and Professional Organizations

This course is a prerequisite for the career counseling class in the C & D Master's Program. In addition, this course adheres to the CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards regarding assessment as follows: CACREP-Section II.K.g: An understanding of individual and group approaches to assessment and evaluation.

Counseling & Development Program Professional Dispositions

Professional Performance Criteria (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. See <http://gse.gmu.edu/programs/counseling/resources/> (Scroll down to Professional Performance Criteria)

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- * Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/programs/counseling/resources/> (Scroll down to Professional Performance Criteria)
- * Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/9798/honorcod.html> for the full honor code.
- * Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>
- * Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the DRC.

Required Course Materials

Text:

Whiston, S. (2009) *Principles and Applications of Assessment in Counseling – 3rd Edition*. Brooks-Belmont, CA: Cole/Cengage Learning.

Test Packet (available from the GMU Bookstore) which includes MBTI and CPI question booklets AND

score sheets and *Introduction to Type* manual.

Articles (available on Blackboard):

Helms, J. E. & Tallyrand, R. (1997). Race is not ethnicity. *American Psychologist*, 52, 1246 –1247.

Perry, J. C., Satiani, A., Henze, K.T., Mascher, J., Helms, J. E. (2008). Why is there still no study of cultural equivalence in standardized cognitive ability tests? *Journal of Multicultural Counseling and Development*, 36(3), 155-167.

Sackett, P. R., Schmitt, N., Ellingson, J.E., & Kabin, M.B., (2001). High-stakes testing in employment, credentialing, and higher education: Prospects in a post-affirmative action world. *American Psychologist*, 56, 302-318

Recommended Course Material

Salkind, N. J. (2005). *Tests and measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.

Other resources listed on Class Blackboard site

Course Goals

At the conclusion of this course, students should be able to demonstrate an understanding of:

- historical perspectives concerning the nature and meaning of assessment;
- basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group tests and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and ethical and legal considerations.

Course Requirements

Students are expected to:

- Actively participate in class by completing reading assignments ahead of time and participating in class discussions.
- Post one question or comment related to weekly readings on BB⁶
- Prepare one behavioral observation report (Comprehensive instructions and rubric on Blackboard)¹
- Complete test on psychometrics (statistical aspects of assessment)²
- Evaluate one test (in a written analysis – one of these per group) and prepare a group presentation with classmates. Complete a personal reflection/critique of your own opinion of the test also. (Comprehensive instructions and rubric on Blackboard)³
- Complete a test interpretation paper, which includes intake interview information, analysis of test data, test interpretation, summary, and “treatment” goals (Comprehensive instructions and rubric on Blackboard)⁴
- Complete final take-home examination⁵

Each assignment is worth the following number of points. See below for further description of each

assignment^a:

| <i>Product</i> | <i>Points</i> | <i>Due Date</i> |
|---|---------------|--------------------|
| Class participation and attendance ⁶ | 15 | Weekly |
| Blackboard Questions/Comments related to reading ⁶ | 10 | Weekly |
| Observation Report ¹ | 125 | 9/23/10 |
| Unit Test: Psychometrics ² | 50 | 9/30/10 |
| Test Evaluation Presentation/Paper/Personal Reflection ³ | 200 | 10/28/10 & 11/4/10 |
| Test Interpretation Paper and Self-Critique ⁴ | 200 | 12/9/10 |
| Final Exam: Take-home ⁵ | 100 | 12/16/10 |
| Total Possible Points | 700 | |

FINAL GRADE BASED ON ACCUMULATED POINTS:

695-700 = A+, 665-694 = A, 630-664 = A-, 595-629 = B+, 560-594 = B, 510-559 = C, 509-> = F

All written assignments must be typed and must follow APA style. You must submit a paper copy of all assignments to me by the due date and time in order to receive maximum grade possible. Grading on written work will take into account the following factors: quality of written work including writing mechanics (e.g., grammar), knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. There will be a deduction of a minimum of 10 points for a late assignment. *Two or more unexcused absences will result in course failure.*

| <i>Class #</i> | <i>Meeting Date</i> | <i>Topic</i> | <i>Assignments Due</i> |
|----------------|---------------------|---|--|
| 1 | 09/2/2010 | Introduction to Assessment and Appraisal | |
| 2 | 09/9/2010 | The Statistics of Assessment; Reliability, Validity | Whiston: Chapter 1- 4 <i>Opt:</i> Salkind: Chapters 2, 5, 12 Salkind: Appendix A & B |
| 3 | 09/16/2010 | Observation As Assessment; Let's Talk About Interviews | W: Chapter 6 S: Chapters 3, 4 |
| 4 | 09/23/2010 | Selecting Assessments; Test Development; Review for Unit Test | W: Chap. 5 DUE: Observation Assignment¹ Presentation Groups Assigned |
| 5 | 09/30/2010 | Unit Test: Psychometrics² Take CPI & MBTI; Make Plans for interviewing "client/partner" | Calculator (recommended) BRING MBTI & CPI to class Tape Recorder (optional) |
| 6 | 10/7/2010 | Theories of Cognitive and Intellectual Functioning; Assessment of Aptitude | W: Chapter 7 <i>Opt:</i> S: 15, 16 |
| 7 | 10/14/2010 | Assessment of Achievement; Human Development Assessment; Functional Behavioral Assessments; The Role of Assessment in School Counseling | W: Chapters 8 <i>Opt:</i> S: 13 |
| 8 | 10/21/2010 | Personality Assessment; DSM-IV Overview; The Role of Assessment in Agency Counseling ; Risk Assessments; Mental Status Exams | W: Chapters 10 & 12 |

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|---|------------|---|--|
| 9 | 10/28/2010 | Assessment of Interests; Career Development Assessment; Group Presentations, Week 1 | W: Chapter 9 Article: Sackett et al (2001) DUE: Group 1 - Test Evaluation Critiques and Presentations³ |
| 10 | 11/4/2010 | Assessment of Diverse Populations; Group Presentations, Week 2 | W: Chapter 15 & Appendix E Articles: Helms & Tallyrand (1997); Perry et al (2008) <i>Cultural Inquiry Process</i> , E. Jacob http://classweb.gmu.edu/cip/g/g-ind.htm DUE: Group 2 - Test Evaluation Critiques and Presentations³ |
| 11 | 11/11/2010 | Interpreting Tests (focusing on CPI and MBTI); Integrating results; formulating hypotheses; Communicating results | Handouts: Development of the CPI and CPI Folk Scales <i>Introduction to Type</i> More about Type: http://www.myersbriggs.org/more-about-personality-type/books-and-articles/ Sample reports (Blackboard) |
| 12 | 11/18/2010 | Integrating assessment into your work setting; Assessment in Marriage and Family Counseling | W: Chap 11 & 13 |
| - - THANKSGIVING BREAK – NO CLASS ---- - | | | |
| 13 | 12/2/2010 | Legal and Ethical Issues; Review For Final | W: Chapter 14 & Appendices C & D |
| 14 | 12/9/2010 | Special Topics, Future Trends | W: Chapter 16 DUE: Test Interpretation Paper⁴ Final Take Home Distributed |
| 15 | 12/16/2010 | (no class meeting but exam is due to me by 4:30 PM on this date) | DUE: Final Take Home⁵ |

^a**Assignment 1: Observation Report (125 Points)**

This assignment is designed to provide practice in conducting behavioral observations and writing observation reports. Students should select an individual to observe who is appropriate for their program specialization. Students in the School Counseling program should select a child or adolescent in a school setting if possible; community agency track students should select a child or adult who fits your interest area. (Note: Students observing in a school setting should obtain permission from the teachers and/or principal before conducting the observation.) Use the guidelines and rubric posted on Blackboard in conducting the observation and preparing the report.

²**Unit Test: Psychometrics (50 pts)** The unit test will be provide an opportunity to demonstrate your understanding of measures of central tendency, score variability, and types of scores used in psychological and educational assessments. The test will be primarily objective questions (e.g. multiple choice) and short answer.

³**Assignment 2: Test Evaluation Project (200 points)**

This assignment is designed to provide practice in critically evaluating an assessment instrument and to introduce you to a wide variety of instruments. Working with partners from class, you will choose an assessment instrument based on your interests, and together, you will develop a class presentation of 15-20 minutes to introduce this instrument to your classmates. Your presentation should include

³Assignment 2: Test Evaluation Project (cont.)

- A. General information about the test.
- B. Description of Purpose and Nature of Test
- C. Practical Evaluation
- D. Technical Evaluation
- E. Summary Evaluation
- F. Case Example

Instructions for completing this assignment and the rubric that will be used for evaluating your product(s) are posted on Blackboard.

⁴Assignment 3: “Client” Test Interpretation Paper (200 pts)

This assignment will provide an experience conducting an intake interview and taking two personality assessments, and practice analyzing test scores, interpreting and communicating results in a clinical report format. You will also have the opportunity to perform peer supervision and self-appraisal to help you refine your counseling skills. In this assignment you will be expected to conduct an intake interview with a partner and write up a summary of the information you gathered. You will provide this summary to your partner who will then integrate the information into his/her own test results and interpretation. You will also be expected to write a self-critique of your work.

Complete instructions for this assignment and the rubric that will be used to evaluate this assignment are posted on Blackboard.

⁵Final Exam: Take Home – 4 Essays (100 pts): The final exam is intended to evaluate your ability to select and evaluate assessment instruments appropriate for your purpose and to interpret and synthesize data obtained from assessments. You will be expected to develop responses to four essays and deliver paper copy to me by assigned time and date.

⁶Class Participation (25 pts) –Your participation and contribution to class discussions will constitute part of your final grade. You are expected to do the assigned readings and post questions or comments about each week’s readings on Blackboard. Attendance and participation in class will also be incorporated into your final grade. Rubrics for these aspects of class participation are also posted on Blackboard.