



**George Mason University
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.
Email: mquinn2@gmu.edu

Spring 2010
Robinson Hall B103
Office Phone: 703-385-7575
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 Material

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 selected inventories, booklets, and score sheets - (MBTI Type I, and CPI).

Articles (provided):

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 completing reading assignments ahead of time.
- Actively participate in Blackboard Discussion assignments. Each student will be expected to post his or her responses (a minimum of one response per discussion assignment) by the due date and to engage in active and constructive on-line discussions.
- Prepare one behavioral observation report (see attached format).
- Evaluate one test (in a written analysis) and prepare a poster presentation with classmates.
- Complete a test interpretation paper, which includes intake interview information, analysis of test data, test interpretation, summary, and four “treatment” goals (see attached format).

- Complete test on psychometrics (statistical aspects of assessment).
- Complete final take-home examination.

Grades will be determined according to the following table:

<i>Product</i>	<i>Points</i>	<i>Due Date</i>
Class participation and attendance	15	Weekly
Blackboard discussion participation	15	Varies
Observation Report	10	2/11/10
Midterm Exam: Psychometrics	10	2/18/10
Test Evaluation Poster Presentation	5	3/25 & 4/1
Test Evaluation Paper	5	3/25 & 4/1
Test Interpretation Paper and Self-Critique	25	4/29
Final Exam: Take-home	15	5/6
Total Possible Points	100	

100 =A+, 99-95 = A, 94-90 = A-, 89-85 = B+, 84-80 = B, 79-73 = C, 72-0 = F

All written assignments must be typed and must follow APA style. 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 1 point for a late assignment and 1 point for an assignment not adhering to APA format. Class absence may affect your participation grade. *Two or more unexcused absences will result in course failure.*

Course Outline

<i>Class #</i>	<i>Meeting Date</i>	<i>Topic</i>	<i>Assignments Due</i>
1	01/21/2010	Introduction to Assessment and Appraisal	
2	01/28/2010	The Statistics of Assessment; Reliability, Validity Guest Lecturer: Dr. Herbert Ware	W: Chapter 1- 4 <i>Opt:</i> S: Chapters 2, 5, 12 S: Appendix A & B Blackboard Discussion Question 1
3	02/04/2010	Observation As Assessment; Let’s Talk About Interviews	W: Chapter 6 S: Chapters 3, 4
4	02/11/2010	Selecting Assessments; Review for Midterm Exam	W: Chap. 5 DUE: Observation Report
5	2/18/2010	Midterm Exam (and free time to conduct interview with your partner)	Calculator (recommended) Tape Recorder (optional)
6	2/25/2010	Theories of Cognitive and Intellectual Functioning; Assessment of Aptitude	W: Chapter 7 Article: Perry, et al, (2008) <i>Opt:</i> S: 15, 16 Discussion Question #2
7	3/4/2010	Assessment of Achievement; Human Development Assessment; Functional Behavioral Assessments; The Role of Assessment in School Counseling (GUEST PRESENTER – OR VIRTUAL CLASS)	W: Chapters 8 <i>Opt:</i> S: 13 Take MBTI and CPI Discussion Question #3

3/11/10 - - SPRING BREAK – NO CLASS

<i>Class #</i>	<i>Meeting Date</i>	<i>Topic</i>	<i>Assignments Due</i>
----------------	---------------------	--------------	------------------------

8	3/18/2010	Personality Assessment; DSM-IV Overview; The Role of Assessment in Agency Counseling	W: Chapters 10 & 12
9	3/25/2010	Assessment of Interests; Career Development Assessment; Group Presentations, Week 1	W: Chapter 9 Article: Sackett et al (2001) Test Evaluation. Critiques and Presentations Discussion Question #4
10	4/1/2010	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: Test Evaluation - Critiques and Presentations
11	4/8/2010	Assessment in Marriage and Family Counseling (Guest Presenter)	W: Chapter 11 Discussion Question #5
12	4/15/2010	Interpreting Tests (focusing on CPI and MBTI); Integrating results; formulating hypotheses; Integrating assessment into your work setting Communicating results	(Review)W: Chap 13 <i>Introduction to Type</i> More about Type: http://www.myersbriggs.org/more-about-personality-type/books-and-articles/ ; Sample reports (BlackBoard)
13	4/22/2010	Legal and Ethical Issues; Risk Assessments	W: Chapter 14 Discussion Question #6
14	4/29/2010	Special Topics, Future Trends Review For Final	W: Chapter 16 Due: Test Interpretation Paper
15	5/6/2010	(no class meeting but exam is due to me by class time on this date)	Final Exam

Assignment 1: Observation Report (10)

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 following guidelines in conducting the observation and preparing the report:

1. Select an individual and observe him/her in a setting in which he/she has an opportunity to interact with others. This could be a classroom, work environment, a cafeteria, group setting, or similar environment. Avoid settings and situations such as test taking or television watching in which only a limited variety of behaviors are usually exhibited. To avoid making assumptions on the basis of prior information about the person, *choose an individual with whom you have had little or no personal contact.*
2. Observe the individual for a period of 20-30 minutes. Make every effort to be unobtrusive in order that you do not inadvertently cause the individual to modify his/her behavior. Take objective notes to record relevant behaviors, details of the environment, and other information as indicated in class and in the outline below. Do not use recording equipment.

3. Prepare a written report about the individual you observed. The report should be 3-5 pages in length, typed with **double spacing**. Evaluation of your papers will be based upon objectivity displayed in the observations. Points will be deducted for use of subjectivity and for poor writing mechanics.

Your papers should include the following sections:

A. The Person Observed: Report a personal description of the individual by including the person's age (can be estimated), race, ethnicity, approximate height/weight, eye/hair color, appearance, grade in school if known, etc. Also include a detailed description of the observation environment including observation day and time. Full points given if all information is included.

B. The Environment: Describe and discuss in paragraph form the details of the environment and information about others present. Details of the environment should give the reader a sense of being present. Colors, sounds, smells, and so forth are used for a rich portrayal of the environment.

C. Behaviors of the Person: In paragraph form, summarize behavior observed. Do not make interpretations based on the behavior you have observed. Describe what you have seen and recalled and or recorded, paying particular attention to antecedent and consequent events. Discuss any problems in the observation. Avoid making judgments.

D. Hypotheses and Interpretation: Based on the information you collected what are some hypotheses you would make regarding the person you observed? Are they frustrated, bored, anxious, happy, sad? What aspects of the environment do you hypothesize might be affecting behavior? Are there any historical or cultural factors influencing this situation? This is the only section in which you can be subjective based on your observation record.

E. Notes: Attach your raw notes to your paper and submit. Be sure that you have used objective language and described the observable behaviors. If you choose to include interpretations in your notes, be sure that you have clearly distinguished between observed behaviors and your interpretations.

A rubric for this assignment will be posted on Blackboard.

Assignment 2: Test Evaluation Project (5 + 5)

This assignment is designed to provide practice in critically evaluating an assessment instrument and to introduce you to a wide variety of instruments. Follow the steps listed below in completing this assignment:

1. Working with partners from class, choose an assessment instrument based on your interests. You may not choose the *Myers Briggs*, *California Personality Inventory*, *Self Directed Search*, or the *Strong Campbell Interest Inventory*. Check with Dr. Quinn for possible assessments if you are having difficulty locating a test.
2. Read at least two reviews or analyses of the test or inventory in the *Mental Measurement Yearbook*, *Measurement and Evaluation in Counseling and Development*, *Journal of Counseling and Development*, or other psychology- or counseling-affiliated journals.
3. With your group, prepare a presentation of the inventory for the class (you may use PowerPoint). This presentation should include information that you believe will be most helpful as a learning tool to your classmates. Below is an outline of information that should be gathered. All partners must take part in presenting the material to the class. Your written individual critique will be due on the date of your presentation.
4. Write a two-page individual critique describing your reactions to the test you have chosen. What are its strengths and weaknesses? Base your evaluation/critique of the test on your personal reactions. For example, would you have one of your clients take this test and why? Is it culturally fair? Is the test valid and reliable? This

can be considered a reaction paper. The use of first person personal pronouns is acceptable and expected.

Outline for Test Evaluation Project

A. General Information

1. Title of test, including edition and forms, if appropriate
2. Author(s)
3. Publisher and date(s) of publication
4. Format of the test – what type of questions
5. Time required for administration
6. Cost [booklets, answer sheets, materials, scoring services available].

B. Description of Purpose and Nature of Test

1. What is its purpose? What does it measure?
2. Where might this test be utilized? How would it be used?
3. General type of test [individual or group, performance, interest inventory, etc.]
4. Population for who test is designed [type of individual, age, and ranges].
5. What scores does it provide? Is there a profile? What are the various characteristics or results that are given?
6. What do the results tell you about a client?

C. Practical Evaluation

1. Practical features of test material, such as design of booklets.
2. Attractiveness, appropriateness for audience.
3. Ease of administration.
4. Scoring procedures.
5. Qualifications for examiners.

D. Technical Evaluation

1. Norms
 - a) Type of norms (percentiles, standard scores)
 - b) Standardization sample: size, nature, and representatives.
2. Reliability
 - a) Types of reliability and procedures (e.g., retest, parallel-for, split half, Kuder Richardson, or coefficient alpha)
3. Validity
 - a) Types of validation procedures (content, criterion-related predictive or concurrent, construct).
 - b) Procedures used to assess validity and results of validity assessments.

E. Summary Evaluation

1. Major strengths and weaknesses of the test.

F. Case Example

1. Present sample results or report – this can either be a sample that you locate in your research for the presentation, or results from a practice test taken by someone in your group, or fictitious results that you create.
2. Explain the results in the sample
3. Describe how this test would help this “client”.

You will be graded on your written individual critique (5) and group presentation (5).

You can access information regarding your instrument in the *Mental Measurement Yearbook*, located in the library or available online. It is also available from the following on-line resources:

The American Psychological Association <http://www.apa.org/science/testing.html>

The Buros Institute of Mental Measurement <http://www.unl.edu/buros>

The Eric Clearinghouse on Assessment and Evaluation <http://ericae.net>

Assignment 3: “Client” Test Interpretation Paper (25)

This assignment will provide practice in conducting an intake interview and interpreting your personality inventories. It includes peer supervision and self-appraisal components to help you refine your counseling and test interpretation skills.

1. Choose a partner from the class and conduct an interview session for about 20 minutes, gathering background information about him/her. You may wish to tape record the intake session you conduct with your partner. Once you have completed the recording, give each other feedback on your interview, and write up (in paragraph form) results from the interview. Give the write up to your partner to use in preparing their test interpretation report.

2. After we have reviewed the CPI and MBTI in class, prepare a typed paper in which you do the following according to one of the sample reports posted on Blackboard. Use the third person point of view throughout. Consider this to be formal report writing.

- Provide descriptive data for client (you) - demographics.
- Provide an overview of relevant background information. You can use your partner's write up as part of this section.
- Describe client's (your) attitude toward testing and test taking behavior.
- Identify the assessment tools used for this assignment.
- * Identify and report extreme scores (top 3 and bottom 3)
- Analyze the client's (your) scores for each of the inventories.
- Synthesize your test data, focusing on similarities and differences noted in the results of the inventories and the interview process.
- Summarize major client themes, including client (your) strengths and weaknesses.
- Offer one long term and three short term "goals" for your client (yourself)
- * Include an appendix that lists all of your scores

3. In a separate section (on a new page) critique your performance and emotional responses in relation to the interview and test interpretation process. This can be considered a reaction paper. The use of first person pronouns is acceptable and expected.