



**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

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Robinson A 349

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Individual student conferences by appointment

Course Description

Prerequisite: EDRS 590 or ED CD 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 Statements of Expectations

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

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://www2.gmu.edu/dpt/unilife/ods/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

GMU Campus Resources

The following resources are available for enrolled students at no charge:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>]. The Writing Center is located in Robinson A and also has support staff that specializes in English writing for whom English is not his/her primary language.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit their website [See <http://gse.gmu.edu/>].

EDCD 604 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

Optional Course Material

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

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
- Demonstrate the ability to communicate their acquired knowledge both orally and in writing via the above listed products.

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

Product	Maximum Points	Due Date
Class participation and attendance ⁶	15	Weekly
Blackboard Questions/Comments related to reading ⁶	10	Weekly
Observation Report ¹	125	2/17/11
Unit Test: Psychometrics ²	50	2/24/11
(Partner Interview Write-up)	---	3/10/11
Test Evaluation Presentation/Paper/Personal Reflection ³	200	3/31/11 & 4/7/11
Test Interpretation Paper and Self-Critique ⁴	200	4/28/11
Final Exam: Take-home ⁵	100	5/12/10
Total Possible Points	700	

FINAL GRADE BASED ON ACCUMULATED POINTS:

665-700 = 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. I request paper copy of all assignments by the due date; extenuating circumstances will be considered on an individual basis. 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 from class will result in course failure. Rubrics for all assignments and for class and Blackboard participation are posted on BlackBoard.*

<i>Class #</i>	<i>Meeting Date</i>	<i>Topic</i>	<i>Assignments Due</i>
1	01/27/2011	Introduction to Assessment and Appraisal; Observation & Interviews as methods of assessment	W: Chapter 1 & 6 <i>Opt: S: Chapters 1, 12</i>
2	02/3/2011	The Statistics of Assessment: Raw Scores, Standard Scores, Measures of Central Tendency	Whiston: Chapter 2 <i>Opt: Salkind: Chapters 2 & 5, Appendix A</i>
3	02/10/2011	The Statistics of Assessment, cont. Reliability, Validity	Whiston: Chapter 3 & 4 <i>Opt: Salkind: Chapters 3 & 4</i> DUE: Observation Assignment¹
4	02/17/2011	Selecting Assessments; Test Development & Evaluation; Review for Unit Test	W: Chap. 5 Presentation Groups Assigned
5	02/24/2011	Unit Test: Psychometrics ² Take CPI & MBTI; Interview “client/partner”	Calculator (recommended) BRING MBTI & CPI to class Tape Recorder
6	3/3/2011	Theories of Cognitive and Intellectual Functioning; Assessment of Aptitude	W: Chapter 7 <i>Opt: S: 15, 16</i>
7	3/10/2011	Assessment of Achievement; Standardized Testing & Curriculum Based Measures; Functional Behavioral Assessments; The Role of Assessment in School Counseling	W: Chapters 8 <i>Opt: S: 13</i> DUE: Interview Write Up
3/17/11 - -- SPRING BREAK – NO CLASS ---- -			
8	3/24/2011	Personality Assessment; DSM-IV Overview; The Role of Assessment in Agency Counseling ; Risk Assessments; Mental Status Exams	W: Chapters 10 & 12
9	3/31/2011	Assessment of Interests; Career Development Assessment; Group	W: Chapter 9 Article: Sackett et all (2001)

		Presentations, Week 1	DUE: Group 1 - Test Evaluation Critiques and Presentations³
10	4/7/2011	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	4/14/2011	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> (booklet in packet purchased for class) More about Type: http://www.myersbriggs.org/more-about-personality-type/books-and-articles/ Sample reports (Blackboard)
12	4/21/2011	Interpreting Tests, cont.: Integrating assessment into your work setting; Assessment in Marriage and Family Counseling; Human Development Assessment	W: Chap 11 & 13
13	4/28/2011	Legal and Ethical Issues;	W: Chapter 14 & Appendices C & D DUE: Test Interpretation Paper⁴
14	5/5/2011	Catch up/ OR Special Topics, Future Trends; Review For Final	W: Chapter 16 Final Take Home Distributed
15	5/12/2011	(no class meeting but exam is due to me by 4:30 PM on this date)	DUE: Final Take Home⁵

^a ASSIGNMENT DESCRIPTIONS

¹Observation 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.

²Unit 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.

³Test Evaluation Project (200 points)

This assignment is designed to provide practice in critically evaluating an assessment instrument and to introduce you to a variety of standardized measures. Working with partners from class, you will choose a standardized 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

- 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

In addition to the class presentation, your group will **also** be required to write a summary of the information that you

gathered about the measure, **and** each group member will write a personal reaction/reflection/evaluation of the instrument. Instructions for completing this assignment and the rubric that will be used for evaluating your product(s) are posted on Blackboard.

⁴ **“Client” Test Interpretation Paper (200 pts)**

This assignment will provide you with experience conducting an intake interview, taking and analyzing two personality assessments, and interpreting, integrating 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 submit this summary to me for review (**due March 10**) and provide it to your partner. Each of you will then integrate this information into your own test interpretation paper (**due April 28**). You will also be expected to write and submit a self-critique of your work with the paper.

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

⁵ **Final 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 comprehensive responses to three questions and deliver your responses electronically by the assigned time and date.

⁶ **Class 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.