



College of Education and Human Development  
Counseling and Development Program

**EDCD 604.001: Assessment and Appraisal in Counseling**  
**Spring 2012**  
**Tuesdays, 7:20-10:20**

**Instructor:** L. Williams, Ph.D.  
Individual student conferences by appointment only

**Course Description**

**Prerequisite:** EDRS 590 or EDCD 601 – **One of these courses must be completed prior to taking 604**

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.

**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/>].

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

**EDCD 604 Required Course Materials**

**Text:** Whiston, S. (2009) *Principles and Applications of Assessment in Counseling – 3<sup>rd</sup> 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

Sattler, J. (2006). Observational methods – Part 1, p. 193 - 224. In Sattler, J. and Hoge, R.D. *Assessment of Children: Behavioral, Social, and Clinical Foundation – Fifth Edition*. La Mesa, CA: Jerome M. Sattler, Publisher.

**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)

**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 BB<sup>6</sup>
- Prepare one behavioral observation report (Comprehensive instructions and rubric on Blackboard)<sup>1</sup>
- Complete med term test on psychometrics (statistical aspects of assessment)
- Complete a mental status exam on video client.
- Critic one of three tests covered in lectures (use at least 3 research based articles to support your opinion).
- Complete final take-home examination
- Demonstrate the ability to communicate acquired knowledge both orally and in writing via the above listed products.

- Demonstrate the ability to apply theory to practice.

Each assignment is worth the following number of points. See below for further description of each assignment<sup>a</sup>:

<i>Product</i>	<i>Maximum Points plus weight</i>	<i>Due Date</i>
Class participation and attendance <sup>6</sup>	30 (5%)	Weekly
Blackboard Questions/Comments related to reading ( <i>built in extra credit</i> )	20 (3%)	Weekly
Observation Report <sup>1</sup>	50 (5%)	9/22/11
Write up of your own CPI results (analysis)	50 (5%)	
Mid Term exam	50 (25%)	10/6/11
Three of best quiz grades	15 (10%)	
Mental Status exam with theoretical framework	50 (10%)	
Critic of a test	100 (10%)	10/13, 10/20, 10/27 & 11/3/11
Final Exam: Take-home <sup>5</sup>	100 (25%)	12/15/11
<b>Total Possible Points</b>	<b>500 (100%)</b>	

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 2 points per day for a late assignment. More than one *unexcused absence from class will result in course failure. Rubrics for all assignments and for class and Blackboard participation will be posted on Blackboard.*

<i>Week #s</i>	<i>Meeting Date</i>	<i>Topic</i>	<i>Expected Readings and Assignments</i>
1	01/24/2012	Introductions  Ice Breaker  Introduction to Assessment and Appraisal; Learning Exercises	Whiston: Chapter 1
2	01/31/2012	What is an objective observation?	Whiston: Chapter 6 (pp 115–131 & 144-45) Reading: Sattler (2006) – Observational Methods (on Blackboard – Course Resources)  <i>Opt: S: Chapters 1, 12</i>
3	02/07/2012	Statistics of Assessment: Raw Scores, Standard Scores, Measures of Central Tendency	Whiston: Chapter 2 <i>Opt: Salkind: Chapters 2 &amp; 5, Appendix A</i> Presentation Groups Assigned
4	02/14/2012	Statistics of Assessment, cont. Reliability, Validity	Whiston: Chapter 3 & 4 <i>Opt: Salkind: Chapters 3 &amp; 4</i> <b>DUE: Observation Assignment<sup>1</sup></b>
5	02/21/2012	Coverage of the Meyers Briggs  Complete Meyers Briggs <b>in class</b>	Lecturer: Mr. Drew Everett
6	02/28/2012	Review	Calculator (optional) <b>BRING COMPLETED MBTI</b> <b>BRING California Psychological Inventory TEST &amp; ANSWER SHEET (BLANK) to class</b>

			Summarize and review previous lecture material in preparation of midterm
7	03/06/2012	<b>Midterm Exam: Psychometrics</b>	In Class Midterm
	03/13/2012	<b>SPRING BREAK ☺ Daylight Savings Time Begins on Sunday March 11<sup>th</sup></b>	
8	03/20/2012	Theories of Cognitive and Intellectual Functioning; Assessment of Aptitude; <b>Video</b>	W: Chapter 7 AND Section on Aptitude testing – pp.188-200 Article: Perry et al (2008)

9	03/27/2012	Assessment of Achievement; Standardized Testing & Curriculum Based Measures; Functional Behavioral Assessments; The Role of Assessment in School Counseling; <b>Group 2 &amp; 3 Presentation</b>	W: Chapter 8 Articles: Helms (2006) <b>DUE: Interview Write Up For Mental Status Exam for Video</b> <b>DUE: Group 2 &amp; 3 - Test Presentation and Write up<sup>3</sup></b>
10	04/03/2012	Personality Assessment; DSM-IV Overview; Risk Assessments; Mental Status Exams; <b>Group 4 &amp; 5 Presentations</b>	W: Chapters 10 & 12, & pp. 132-144 <b>DUE: Group 4 &amp; 5 - Test Presentation and Write up<sup>3</sup></b> <b>DUE: Interview Write Up For Groups 1, 2 &amp; 3</b>
11	04/10/2012	Career Assessment; <b>Group 6 Presentation</b> The Role of Assessment in Agency Counseling; Selecting Test Battery; Assessing Outcomes;	W: Chapter 9 & 13 Article: Sackett et al (2001)  <b>DUE: Group 6 - Test Presentation and Write up<sup>3</sup></b>
12	04/17/2012	Interpreting Tests (focusing on CPI and MBTI); Integrating results; formulating hypotheses; Communicating results;	W: pp 102 – 111 Handouts: CPI Folk Scales <i>Introduction to Type</i> (booklet in packet purchased for class) More about Type: <a href="http://www.myersbriggs.org/more-about-personality-type/books-and-articles/">http://www.myersbriggs.org/more-about-personality-type/books-and-articles/</a> Sample reports (Blackboard)
13	04/24/2012	Assessment of Diverse Populations; Assessment of Interests;	W: Chap. 15 Review: <i>Cultural Inquiry Process</i> , E. Jacob <a href="http://classweb.gmu.edu/cip/g/g-ind.htm">http://classweb.gmu.edu/cip/g/g-ind.htm</a>
14	05/01/2012	Assessment in Marriage and Family Counseling; Human Development Assessment	W: Chap 11 <b>DUE: Test “Client” Interpretation Paper<sup>4</sup></b>
15	05/08/2012	Legal and Ethical Issues; Catch up/ OR Special Topics, Future Trends; Review For Final	W: Chapter 14 & Appendices C & D W: Chapter 16 <b>Final Take Home Distributed</b>
EXAM Week	05/15/2012	(No class meeting but exam is due to me by 4:30 PM on this date)	<b>DUE: Final Take Home<sup>5</sup></b>

**<sup>a</sup> ASSIGNMENT DESCRIPTIONS****<sup>1</sup>Observation Report**

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.**

**<sup>2</sup>MIDTERM EXAM** The unit test will provide an opportunity to demonstrate your understanding of measures of central tendency, score variability, methods for demonstrating reliability and validity, test development, and the meaning of scores used in psychological and educational assessments. The test will be primarily objective questions (e.g. multiple choice, matching) and short answer.

**<sup>3</sup>Mental Status Exam write up**

This assignment is designed to provide practice in critically evaluating a young person's mental status and having theoretical framework that drives an assessment instrument and to introduce you to a variety of standardized measures. Working with partners from class, you will be an opportunity to work together to discuss theories. Your written mental exam needs to be thorough and demonstrate that you grasp connecting theory and practice.

**Instructions for completing this assignment and the rubric that will be used for evaluating your product will be given in class in ample time.**

**<sup>4</sup>“Client” Test Interpretation Paper**

This assignment will provide you with experience 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 write up a summary of the information you would aim to gather from a mental status exam of a student at various developmental stages. You will submit this summary to me for review and provide it to a partner (electronic copy). Each of you will integrate and consult before final product (**due Week 13**). You will also be expected to write and submit a self-critique of your scores from the CPI. **Complete instructions for this assignment and a general rubric that will be used to evaluate your skills is attached.**

**<sup>5</sup>Final Exam: Take Home:** 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 questions and deliver your responses by the assigned time and date.

**<sup>6</sup>Class Participation** –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 will be posted on Blackboard.**