

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development Program
10496-EDCD 604-001: Assessment/Appraisal In Counseling
Spring 2013

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Office Location: Krug 201D

Office Hours: By appointment

Class Location: West- 1001- Tuesdays 7:20-10:00p.m.

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.

Course Objectives/Student Outcomes:

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 non-standardized 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.

Relationship to Program Goals and Professional Organization:

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.

Professional Dispositions:

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

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions, as well as, the C&D professional Disposition, as posted on C&D homepage.

Professional Performance Criteria:

The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

Communication Skills

- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

Collaboration

- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

Professionalism

- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

Required Text:

Whiston, S. (2013). *Principles and applications of Assessment in Counseling- 4th Edition*. Belmont, CA: Brooks/Cole.

Additional readings may be assigned from professional journals throughout the semester.

Attendance Policy:

EDCD 604 is a graded course. Included in the assignments is the requirement that the following must be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes. More than one unexcused absence will result in course failure and lateness to class will affect your participation grade.
- Active classroom participation including discussion of reading materials, providing and accepting constructive feedback and suggestions for and from classmates and instructor is expected.

Grading also will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving the highest numerical grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

Evaluation and Grading:

-Assignment 1: Instrument Identification; 1-2 pages double-spaced [10 points]

Identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment that is of interest to you (i.e., achievement, behavior, education, intelligence, personality, career, etc.). Using the *Mental Measurement Yearbook* or The Buros Center for Testing website (<http://www.unl.edu/buros/>), identify possible assessment instruments in that area. List the assessment instruments you identified at the beginning of your paper (no more than 10). Then choose one of the instruments to write a detailed review on. The review should include title, author, publisher, and purpose of the instrument, as well as strengths and limitations of the instrument. Findings will be shared informally during class.

Due 2/19/13

-Assignment 2: Multicultural Paper; 1-2 pages; double-spaced [10 points]

Reflect upon a type of assessment you can envision doing in the future. Write a discussion on what you think would be important multicultural factors to consider during that assessment process. Include the steps you would take to competently and ethically attend to multicultural considerations.

Due 3/26/13

-Assignment 3: Interview a Counselor; 1-2 pages double-spaced [10 points]

Interview a professional in the community who holds a position and has responsibilities similar to what you envision yourself doing in the future. The interview should focus on the types of assessments this person typically uses in his/her work and how those are selected and matched to particular clients, and how/when the professional received training in or became competent to administer and interpret these instruments. Be sure to ask the professional what cultural considerations he/she commonly makes in his/her use of assessments. Then write a paper discussing the information gathered during the interview.

Due 4/23/13

-Midterm Exam - 4/2/13 [25 points]

-Final Exam - Due 5/7/13 [25 points]

-Class participation [20 points]

Grading Scale:

A = 100-97; A- = 96-94; B+ = 93-91; B = 90-87; B- = 86-84, C = 83-80; F = below 79

Course Schedule

Date	Topic / Assignments Due	Readings
1/22/13	Introductions and Overview of Course	
1/29/13	Assessment in Counseling Basic Assessment Principles	Whiston 1, 2
2/5/13	Reliability	Whiston 3
2/12/13	Validity and Item Analysis	Whiston 4
2/19/13	Selecting, Administering, Scoring, and Communicating Assessment Results Due: Assignment 1	Whiston 5
2/26/13	Intelligence and General Ability Testing	Whiston 7
3/5/13	Assessing Achievement and Aptitude: Applications for Counseling	Whiston 8
3/12/13	Spring Break- NO CLASS	
3/19/13	NO CLASS due to ACA Conference in Cincinnati, OH Independent Study: Read assigned chapter and work on Assignment 2, which is due next week	Whiston 15
3/26/13	Appraisal of Personality Due: Assignment 2	Whiston 10
4/2/13	Midterm Exam (Open Book)	
4/9/13	Assessment in Career Counseling Assessment in Marriage and Family Counseling	Whiston 9, 11
4/16/13	Initial Assessment in Counseling Mental Status Exam	Whiston 6
4/23/13	Assessments in Counseling: Suicide, Substance Abuse, Eating Disorders Due: Assignment 3	
4/30/13	Ethical and Legal Issues in Assessment Technological Applications and Future Trends	Whiston 14, 16
5/7/13	Take-Home Final Exam Due by 11:59pm	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. 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/>].
- e. 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://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)