

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Counseling & Development Program**  
**72477-EDCD 604-001: Assessment/Appraisal In Counseling**  
**Fall 2013 - 3credits**  
**Thursdays 7:20-10 p.m. – Krug Hall 107**

**Instructor:** Adrienne Douglass, Psy.D.

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**Office Location:** Krug 201D

**Office Hours:** By appointment

**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.

**Required Text:**

Gersten, A. (2013). *Integrative assessment: A guide for counselors*. Upper Saddle River, NJ: Pearson Education, Inc.

**Test Packet:**

For completing the California Psychological Inventory (CPI) and Myers-Briggs Type Indicator (MBTI)- details forthcoming.

**Articles (will be available on Bb or electronic course reserve <http://library.gmu.edu>):**

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.

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.

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

**Evaluation and Grading:****-Assignment 1: Weekly reflection question from textbook chapter(s) [12 points]**

For each assigned chapter in the textbook, you are to choose **one** of the reflection questions located at the end of the chapter and respond to it. You will turn these in each week via **hard copy** at the beginning of class (APA format is not required for these weekly submissions). There are 15 assigned chapters over the course of the semester. You only have to complete a question for 12 of the 15 assigned chapters. Each submission is worth one point.

**-Assignment 2: 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 10/3/13 (submit on Blackboard and bring hard copy to class)**

**-Assignment 3: Observation Report [10 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 if possible; community agency track students should select a child or adult who fits your interest area. (Note: Students observing a child should get permission from parent/guardian before conducting the observation.) Use the guidelines posted on Blackboard in conducting the observation and preparing the report.

**Due 10/17/13 (hard copy only)**

**-Assignment 4: "Client" Test Interpretation Paper [18 points]**

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 from class and write up a summary of the information you gathered. You will submit this summary (hard copy) to me for review (part 1- due 11/7/13) and provide it to your partner (electronic copy). Each of you will integrate this information into your own test interpretation paper (part 2- due 11/21/13). Complete instructions for this assignment will be posted on Blackboard.

**Due 11/7/13 (part 1) and 11/21/13 (part 2) (hard copy only)**

**-Assignment 5: 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 (both formal and informal; standardized and non-standardized) this person typically uses in his/her work. How does this person determine which assessments to use and how are the methods matched to particular clients? If the assessments the counselor uses, required professional training, how and when did the professional receive training 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 12/5/13 (submit on Blackboard only)**

**- Take-home final exam – Due 12/12/13 [20 points]****-Class participation [20 points]**

To earn full participation points you must attend every class, be on time, and participate regularly in large and small group discussions.

**Grading Scale:**

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

**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.

**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 [see <http://cehd.gmu.edu/api/taskstream/>].

**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/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- 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/>].

**Professional Dispositions:**

Students are expected to exhibit professional behavior and dispositions at all times.

**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

## 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## Course Schedule

Date	Topic / Assignments Due	Readings
8/29/13	Introductions and Overview of Course Introduction to Psychological Assessment	
9/5/13	Ethical and Legal Considerations: Preparing for the Assessment <b>Due: Ch. 1 question (choose from 1-6) &amp; Ch. 2 question (choose from 1-3)</b>	Gersten 1, 2
9/12/13	Interviewing Adults and Youth: Principles, Methods, and Skills <b>Due: Ch. 3 question (choose from 1-4)</b>	Gersten 3
9/19/13	Exploring Presenting Problems, Readiness for Change, and Risks and Resources <b>Due: Ch. 4 question (choose from 1-4)</b>	Gersten 4
9/26/13	Observations, Inferences, and Behavioral Assessment <b>Due: Ch. 5 question (choose from 1-5)</b>	Gersten 5 Sattler (2006)
10/3/13	Psychological Tests and Measurement Concepts <b>Due: Ch. 6 question (choose from 1-3)</b> Assignment 2	Gersten 6
10/10/13	Reliability and Validity <b>Due: Ch. 7 question (choose from 1-5)</b>	Gersten 7
10/17/13	Personality and Interest Measures <b>Due: Ch. 8 question (choose from 1-2)</b> Assignment 3	Gersten 8
10/24/13	Assessment of Intellectual and Cognitive Abilities and Achievement <b>Due: Ch. 13 question (choose from 1-5)</b>	Gersten 13 Helms (1997) Perry et al (2008)
10/31/13	Assessing Children and Adolescents: Self-Report and Adult Perspectives <b>Due: Ch. 10 question (choose from 1-5)</b>	Gersten 10

11/7/13	Assessing Psychopathology: Mood and Anxiety D/O's Assessing Substance Use Disorders <b>Due: Ch. 9 question (choose from 1-6) &amp; Ch. 12 question (choose from 1-3) Assignment 4 (part 1)</b>	Gersten 9, 12
11/14/13	Comprehensive Risk Assessments: Suicide and Dangerousness to Others <b>Due: Ch. 11 question (choose from 1-4)</b>	Gersten 11
11/21/13	Assessing the Therapeutic Alliance Putting It All Together <b>Due: Ch. 14 question (choose from 1-5) &amp; Ch. 15 question (choose from 1-5) Assignment 4 (part 2)</b>	Gersten 14, 15
11/28/13	NO CLASS- THANKSGIVING RECESS	
12/5/13	Assessment in Career Counseling Assessment in Marriage and Family Counseling Course Wrap-up <b>Due: Assignment 5</b>	
12/12/13	<b>Due: Take-Home Final Exam</b>	

**\*\*\*Instructor reserves the right to modify the syllabus as needed\*\*\***

## Assessment Rubric for PBA: "Client" Test Interpretation Paper:

Criteria	Exceeds (3)	Meets (2)	Needs Improvement (1)
Writing Style /Mechanics	<ul style="list-style-type: none"> <li>*Minimal spelling and grammatical errors.</li> <li>*Clarity of expression using 3<sup>rd</sup> person throughout.</li> <li>*Organization includes sections proscribed by syllabus</li> <li>*sections clearly presented.</li> </ul>	<ul style="list-style-type: none"> <li>*Few spelling and grammatical errors</li> <li>*Lacks some clarity of expression</li> <li>*Partial organizational errors.</li> </ul>	<ul style="list-style-type: none"> <li>*Many spelling grammatical errors</li> <li>*Lacks Clarity</li> <li>*Lacks organization</li> </ul>
Background Information	<ul style="list-style-type: none"> <li>Section includes background information about:               <ul style="list-style-type: none"> <li>*The client (your partner)</li> <li>*Behavioral/physical description of client</li> <li>*Description of setting</li> <li>*Rationale for evaluation</li> <li>*Description of client's attitude/behavior during testing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Section includes partial background information about your "client"; partial behavioral/physical description of the client; vague description of the setting &amp; rationale for the evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Section fails to provide background information, description of "client", or rationale for evaluation</li> </ul>
Test Data Presentation	<ul style="list-style-type: none"> <li>Includes complete list of tests administered. Details of test results; scores are clearly presented</li> </ul>	<ul style="list-style-type: none"> <li>Partial details of test results; some lack of clarity in score presentation</li> </ul>	<ul style="list-style-type: none"> <li>Fails to provide any details of test results; missing tests or scores</li> </ul>
Analysis/ Interpretation	<ul style="list-style-type: none"> <li>MBTI and CPI Scores interpreted accurately; information from 2 inventories and interview is synthesized and similarities and differences are clearly identified. More than 3 major themes are identified and discussed clearly and completely.</li> </ul>	<ul style="list-style-type: none"> <li>Some scores are interpreted inaccurately; 3 or fewer themes identified &amp; described in detail. Information from 2 inventories is synthesized and similarities and differences are clearly identified, but no integration with interview data.</li> </ul>	<ul style="list-style-type: none"> <li>Some scores interpreted inaccurately; no themes are identified; information not synthesized across inventories/interview data</li> </ul>
Summary & Recs.	<ul style="list-style-type: none"> <li>Includes summary statements/paragraph of major themes identified.</li> <li>Includes 1-2 long-term objectives and 3 or more short-term recommendations for "client."</li> <li>Recommendations follow logically from analysis/ themes identified</li> </ul>	<ul style="list-style-type: none"> <li>Summary lacks clarity; fails to relate to analysis of themes;</li> <li>Includes no long term goals and fewer than 3 recommendations</li> </ul>	<ul style="list-style-type: none"> <li>No summary or recommendations included</li> </ul>
Self Critique	<ul style="list-style-type: none"> <li>2 pgs of analysis of your personal performance and reactions to assignment (written in 1<sup>st</sup> person).</li> <li>Includes comments on skills in interview, test, presentation, analysis and interpretation, writing.</li> </ul>	<ul style="list-style-type: none"> <li>Less than 2 pgs of self-critique; not always in 1<sup>st</sup> person. Missing comments on 1 or 2 skill areas</li> </ul>	<ul style="list-style-type: none"> <li>Critique is minimal</li> <li>No personal comments</li> <li>Not in 1<sup>st</sup> person</li> </ul>