

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
COUNSELING & DEVELOPMENT PROGRAM**

EDCD 604 001: Assessment and Appraisal in Counseling
3 Credits, Fall 2014
Thursdays 7:20-10:00 Krug Hall, room 107

PROFESSOR(S):

Name: Jewel C. Gear, Psy.D.

Office hours: By appointment only

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

EDCD 601

B. University Catalog Course Description

Prepares students to become informed about psychological and educational tests and assessment procedures that are used and applied in a counseling context.

C. Expanded Course Description

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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

- demonstrate an understanding of historical perspectives concerning the nature and meaning of assessment;
- demonstrate an understanding of 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;
- demonstrate an understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

- demonstrate an understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- demonstrate an understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- demonstrate an understanding of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- demonstrate an understanding of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and ethical and legal considerations.

PROFESSIONAL STANDARDS (CACREP):

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 TEXTS:

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

MBTI Step I Form M Profile #6188

CPI 260 Prepaid Client Feedback Report #1925

COURSE ASSIGNMENTS AND EXAMINATIONS:

****All assignments are to be submitted via hard copy at the beginning of class on the due date. No uploads to Blackboard are required.****

-Assignment 1: Weekly reflection question from textbook chapter(s) [10 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 at the beginning of class (APA format is not required for these weekly submissions). There are 14 assigned chapters over the course of the semester. You only have to complete a question for 10 of the 14 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, but may be less). 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 9/25/14

-Assignment 3: Observation Report [15 points]

This assignment is designed to provide practice in conducting behavioral observations and writing observation reports. This method of assessment is most commonly used with children, so observing a child in a classroom setting or other setting (i.e., after-school program, extra-curricular activity, etc) is highly desired. If you do not have access to a child for the purpose of this assignment, discuss alternative options with Dr. Gear. Use the guidelines posted on Blackboard in conducting the observation and preparing the report.

Due 10/23/14

-Assignment 4: “Client” Test Interpretation Paper [25 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 11/6/14) and provide it to your partner (electronic copy). Each of you will integrate this information into your own test interpretation paper (part 2- due 11/20/14). Complete instructions for this assignment are posted on Blackboard.

Due 11/13/14 (part 1) and 12/4/14 (part 2)

- Take-home mid-term exam – Due 4/7/14 [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.

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, [Name of 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/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 behaviors and dispositions at all times.

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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Date	Topic / Assignments Due	Readings
8/28/14	Introductions and Overview of Course; Introduction to Psychological Assessment	
9/4/14	Ethical and Legal Considerations: Preparing for the Assessment Due: Ch. 1 question (choose from 1-6) & Ch. 2 question (choose from 1-3)	Gersten 1, 2
9/11/14	Interviewing Adults and Youth: Principles, Methods, and Skills Due: Ch. 3 question (choose from 1-4)	Gersten 3
9/18/14	Exploring Presenting Problems, Readiness for Change, and Risks and Resources Ch. 4 question (choose from 1-4)	Gersten 4
9/25/14	Observations, Inferences, and Behavioral Assessment Due: Ch. 5 question (choose from 1-5) Assignment 2	Gersten 5
10/2/14	Psychological Tests and Measurement Concepts Due: Ch. 6 question (choose from 1-3)	Gersten 6
10/9/14	Reliability and Validity Due: Ch. 7 question (choose from 1-5)	Gersten 7
10/16/14	Personality and Interest Measures Due: Ch. 8 question (choose from 1-2) Assignment 3	Gersten 8
10/23/14	Assessment of Intellectual and Cognitive Abilities Due: Ch. 13 question (choose from 1-5) Take-Home Mid-Term Exam	Gersten 13
10/30/14	Assessing Psychopathology: Mood and Anxiety D/O's Assessing Substance Use D/O's Assessing Eating D/O's Due: Ch. 9 question (choose from 1-6) & Ch. 12 question (choose from 1-3)	Gersten 9, 12
11/6/14	Comprehensive Risk Assessments: Suicide and Dangerousness to Others	Gersten 11

Due: Ch. 11 question (choose from 1-4)
Assignment 4 (part 1)

11/13/14	Assessing the Therapeutic Alliance Putting It All Together Due: Ch. 14 question (choose from 1-5) & Ch. 15 question (choose from 1-5)	Gersten 14, 15
11/20/14	Assignment 4 (part 2)	
11/27/14	Thanksgiving	
12/4/14	Course Wrap-up	

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

ASSESSMENT RUBRIC(S):

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