



College of Education and Human Development

Counseling & Development  
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<http://gse.gmu.edu/counseling/>

**EDCD 604.001 Assessment and Appraisal in Counseling (3:3:0)**

**Spring**

**2016**

**Thursday, 7:20 pm – 10:00 pm**

**Robinson B124**

**Instructor:** Neisha-Ann Thompson,  
 PhD

**Office hours:** By appointment

**Office location:**

**Office phone:**

**Email address:** [nthomp16@gmu.edu](mailto:nthomp16@gmu.edu)

**Prerequisites/Corequisites**

EDCD 601

**Course Description**

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.

**Nature of Course Delivery**

This course utilizes a seminar format. Seminars will include instructor and student-led discussions, reflective activities, and student presentations that will take place during class meetings as well as online. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent research and study.

**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:**

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8<sup>th</sup> ed.). New York: Pearson Education, Inc.

16 PF Mail-in scoring Profile Report (Instructions to order will be provided in class)

5-Factor Wellness Inventory (Assessment will be provided in class)

### **Course Assignments and Examinations:**

\*\*All assignments should be submitted to Blackboard unless otherwise noted in class\*\*

### **Assignments:**

#### 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. Carney. Use the guidelines posted on Blackboard in conducting the observation and preparing the report. The report is to be a **maximum of three pages** in length.

#### Informal Assessment (15 points):

Students will complete a card sort self-assessment. Instructions will be posted on Blackboard and discussed in class. The assignment will be graded on thought, effort, and depth of analysis. It is anticipated that the report will be a summary and should be a **maximum of three pages** in length.

#### Self-analysis and Report Writing (30 points):

Students will complete a personality assessment (16PF) and a wellness assessment (WEL-5) as a part of the course requirements. Students will be expected to integrate the results of the

assessments and develop a comprehensive assessment report. The report should be between 5-6 pages in length, 12 pt. font, double-spaced, and adhere to the *Publication Manual of the APA, 6<sup>th</sup> Edition*. Further instructions will be given in class.

**Group Presentation of Standardized Assessment (30 pts):**

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, pathology, education, intelligence, personality, etc.). Using the *Mental Measurement Yearbook* and/or The Buros Center for Testing website (<http://www.unl.edu/buros/>), identify possible assessment instruments in that area. Groups will choose one standardized assessment instrument of interest to research, evaluate and present. The presentation should include the title, author, publisher, and purpose of the instrument, as well as its strengths and limitations. You are to use the research from scholarly resources (including at least one peer-reviewed article), test manuals, *Mental Measurement Yearbook*, *Tests in Print*, AARC website (<http://aarc-counseling.org/test-reviews>) and other publications. Further instructions will be available on Blackboard.

**Class participation (10 points):**

Class participation is both encouraged and expected. Class discussion and exercises will be held on a regular basis and engagement will significantly enhance your learning experience. Please alert the instructor if you will be missing class or significantly late. Only one unexcused absence is permitted, and excessive missed time may impact your grade. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. Laptops should be used for note-taking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students. In general, my grading of class participation is determined as follows:

- 10:** Attends all classes, arrives on-time, and actively participates in most classes
- 9:** Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class, arrives on-time, and actively participates in most classes
- 8:** Misses one class, arrives on-time, and moderately participates in most classes
- 7:** Misses one class and/or several times late to class and/or low participation in most classes
- 6-below:** Misses one class and/or chronic lateness and/or minimal participation in most classes

**Grading Scale:**

A	=	97-100
A-	=	92- 96
B+	=	87- 91
B	=	82- 86
C	=	75-81
F	=	Below 75

**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.

### **TK20 Performance-Based Assessment Submission Requirement**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 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/the-mason-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 GSE Syllabi**

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

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<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Due</b>
<b>1</b>	1/21/16	<input type="checkbox"/> Introductions <input type="checkbox"/> Course Objectives & Expectations <input type="checkbox"/> Use of Blackboard and resources <input type="checkbox"/> History of testing <input type="checkbox"/> Role and Purpose of Assessment	TXT Chapter 1
<b>2</b>	1/28/16	<input type="checkbox"/> Methods and types of assessment <input type="checkbox"/> Observation <input type="checkbox"/> Interviewing skills <input type="checkbox"/> Intake interviewing	TXT Chapter 2
<b>3</b>	2/4/16	<input type="checkbox"/> <b>Library Resources Guest Speaker: (Meet in Library)</b> <input type="checkbox"/> Assessment presentation discussion	<b>Order 16PF</b>
<b>4</b>	2/11/16	<input type="checkbox"/> Descriptive Statistics, Scales of Measurement <input type="checkbox"/> Measures of Central Tendency <input type="checkbox"/> Measures of relationship <input type="checkbox"/> <b>Computer Lab SPSS: Descriptive Statistics / Running Frequencies/ Charts / Graphs/ Correlations</b>	TXT Chapter 3
<b>5</b>	2/18/16	<input type="checkbox"/> Standard scores <input type="checkbox"/> Types of assessment scores <input type="checkbox"/> Statistics review <input type="checkbox"/> Reliability	TXT Chapter 4 & 5 <b>Observation Report DUE</b>
<b>6</b>	2/25/16	<input type="checkbox"/> Validity <input type="checkbox"/> Test Bias and multicultural issues <input type="checkbox"/> Alternative assessment methods	TXT Chapters 6 & 15 BB: Test Bias and Use with Minority Groups
<b>7</b>	3/3/16	<input type="checkbox"/> Card Sort Assignment <input type="checkbox"/> 16PF and 5-Factor WEL ( <b>DUE 10/19</b> )	<b>Standardized Assessments DUE (10/19)</b>
<b>8</b>	3/17/16	<input type="checkbox"/> Test Selection <input type="checkbox"/> Technology and testing <input type="checkbox"/> Assessment preparation for presentation	TXT Chapter 7 BB: Using the Internet to Enhance Testing in Counseling <b>Card Sort DUE</b>
<b>9</b>	3/24/16	<input type="checkbox"/> Intelligence and aptitude testing <input type="checkbox"/> <b>Assessment presentations 1 &amp; 2</b>	TXT Chapters 8 & 10
<b>10</b>	3/31/16	<input type="checkbox"/> Personality assessment <input type="checkbox"/> Achievement testing <input type="checkbox"/> A school counselor's perspective <input type="checkbox"/> <b>Assessment presentations 3 &amp; 4</b>	TXT Chapter 9 & 12 BB: School Counselors and Student Assessment
<b>11</b>	4/7/16	<input type="checkbox"/> Diagnostic and Structured Interviewing <input type="checkbox"/> Clinical Assessment and Mental Status <input type="checkbox"/> Assessment and the DSM-V <input type="checkbox"/> <b>Assessment presentations 5 &amp; 6</b>	TXT Chapter 13 BB: 16PF reading

<b>12</b>	4/14/16	<input type="checkbox"/> Assessing for wellness <input type="checkbox"/> Formats for Reports, Evaluations, and Summaries <input type="checkbox"/> Communicating assessment results	TXT Chapter 16
<b>13</b>	4/21/16	Ethics in testing and assessment	TXT Chapter 17
<b>14</b>	4/28/16	<input type="checkbox"/> Considerations in assessment with children <input type="checkbox"/> Assessment for SI/HI	
<b>15</b>	5/5/16		Self-Analysis DUE

**Grading Rubric  
Evaluation of Presentation**

	Below Expectations (Below 25 points)	Meets Expectations (25-28 points)	Exceeds Expectations 97-100% (29-30 points)
Reasoning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation of information is illogical</li> <li><input type="checkbox"/> Ideas from different sources are presented without synthesis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, orderly presentation of information</li> <li><input type="checkbox"/> Effort is made to synthesize ideas from different sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Slides are logical, orderly, well-developed</li> <li><input type="checkbox"/> Ideas are well synthesized, following a logical outline</li> </ul>
Grammar & Mechanics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Substantial grammatical, spelling, punctuation, format errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal grammatical, spelling, punctuation, format errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No grammatical, spelling, punctuation or format errors</li> </ul>
Content & Focus	<ul style="list-style-type: none"> <li><input type="checkbox"/> Several required areas are neglected</li> <li><input type="checkbox"/> Analysis is superficial</li> <li><input type="checkbox"/> Pros and cons of instrument not addressed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All required areas are addressed</li> <li><input type="checkbox"/> Adequate analysis</li> <li><input type="checkbox"/> Pros and cons of instrument minimally addressed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All required areas are addressed</li> <li><input type="checkbox"/> Evidence of thorough and critical analysis</li> <li><input type="checkbox"/> Pros and cons of instrument fully explored</li> </ul>
References	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inappropriate references</li> <li><input type="checkbox"/> Many errors in the citations and/or reference section</li> <li><input type="checkbox"/> Many citations in the body are not cited in the references, and vice versa</li> <li><input type="checkbox"/> Many APA errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> References are appropriate</li> <li><input type="checkbox"/> A few incorrect citations or references</li> <li><input type="checkbox"/> A few citations in the body do not match those in the references</li> <li><input type="checkbox"/> Few APA errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> References are appropriate and show a variety of sources</li> <li><input type="checkbox"/> Citations are correctly referenced</li> <li><input type="checkbox"/> Citations in the body match those in the references</li> <li><input type="checkbox"/> No APA errors</li> </ul>



<p>Oral Presentation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation is difficult to follow</li> <li><input type="checkbox"/> Presenters read directly from slides/notes</li> <li><input type="checkbox"/> Largely unequal contribution of members</li> <li><input type="checkbox"/> No example of the instrument</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation follows a logical outline</li> <li><input type="checkbox"/> Effort is made to engage audience</li> <li><input type="checkbox"/> Some members contribute less than others</li> <li><input type="checkbox"/> Limited examples of instrument</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation is clear and logical</li> <li><input type="checkbox"/> All members contribute equally</li> <li><input type="checkbox"/> Multiple examples of instrument provided (handouts, screenshots, etc.).</li> </ul>
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**Grading Rubric**  
**Evaluation Final Paper/Analysis**

	Below Expectations (Below 25 points)	Meets Expectations (25-28 points)	Exceeds Expectations 97-100% (29-30 points)
Grammar & Mechanics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Substantial grammatical, spelling, punctuation, format errors</li> <li><input type="checkbox"/> Several APA errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal grammatical, spelling, punctuation, format errors</li> <li><input type="checkbox"/> Few APA errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No grammatical, spelling, punctuation or format errors</li> <li><input type="checkbox"/> No APA errors</li> </ul>
Background Information & Behavioral Observations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fail to provide background information, or description of the “client”</li> <li><input type="checkbox"/> Includes mostly subjective or informal language</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partial background information about the “client” included</li> <li><input type="checkbox"/> Partial behavioral/physical description</li> <li><input type="checkbox"/> Effort is made to describe client objectively</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All relevant background information included</li> <li><input type="checkbox"/> Full behavioral/physical description</li> <li><input type="checkbox"/> Description of attitude/behavior during testing</li> <li><input type="checkbox"/> Professional and objective language used</li> </ul>
Test Data Presentation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to list tests administered</li> <li><input type="checkbox"/> Procedures unclear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partial list of tests administered</li> <li><input type="checkbox"/> Procedures are described</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes complete list of tests administered</li> <li><input type="checkbox"/> Procedures are clearly described</li> </ul>
Test Results & Interpretation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some scores interpreted inaccurately</li> <li><input type="checkbox"/> No themes are identified</li> <li><input type="checkbox"/> Information not synthesized across inventories/interview data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some scores are interpreted inaccurately</li> <li><input type="checkbox"/> One or two themes identified</li> <li><input type="checkbox"/> Information from inventories is synthesized and strengths and areas for growth identified</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inventory scores interpreted accurately</li> <li><input type="checkbox"/> At least three themes identified and fully discussed</li> <li><input type="checkbox"/> Information from inventories is synthesized and strengths/areas for growth fully explored</li> </ul>

Summary & Recommendations	<input type="checkbox"/> No summary or recommendations included	<input type="checkbox"/> Summary is included, but does not relate to analysis of themes <input type="checkbox"/> Lack of long term goals, and fewer than 3 short-term recommendations	<input type="checkbox"/> Summary is clear and reflects identified themes <input type="checkbox"/> Includes 1-2 long-term goals and 3 or more recommendations <input type="checkbox"/> Recommendations follow logically from analysis/ themes
Content & Focus	<input type="checkbox"/> Several required sections neglected <input type="checkbox"/> Sections are not clearly delineated <input type="checkbox"/> Analysis is superficial	<input type="checkbox"/> All required sections are addressed <input type="checkbox"/> Sections have clear headings <input type="checkbox"/> Adequate analysis	<input type="checkbox"/> All required sections are addressed <input type="checkbox"/> Sections are clear and organized as required <input type="checkbox"/> Evidence of thorough and critical analysis