

**George Mason University**  
**College of Education and Human Development**  
**Counseling Program**

EDCD 604.001 – Assessment and Appraisal in Counseling  
3 Credits, Fall 2020  
Mondays, 7:20 – 10:00 PM - Synchronous Online

**Faculty**

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Office Hours: Zoom (preferred)/WebEx or by phone – please email for an appointment  
Office Location: Krug Hall Suite, 202 (Counseling Office).  
*Closed for Fall due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu)*

Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program; EDCD 601.

**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.

**Course Overview**

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 Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. **Synchronous class meetings will use the Zoom platform.** You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication (i.e., turn off video if you are in motion, mute yourself when not speaking).**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- It is recommended that students use a headset microphone (ear buds are fine) for use with the web conferencing tools.
- Students may be asked to create a login and password on supplemental websites (e.g., Cengage / MindTap) and/or to download trial software (e.g., SPSS) to their computer or tablet as part of course requirements. **Students may also use the Mason Virtual Computing Lab for SPSS:** <https://its.gmu.edu/service/virtual-computing-lab/>
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on Monday, our synchronous meetings take place on **Monday (7:20PM-10:00PM)**, as indicated on the Schedule of Classes. We will meet as an entire class for approximately 60-90 minutes and spend the rest of the course working in small groups, or “Learning Cohorts”. Students will work with the same Learning Cohort throughout the semester.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions for the week they are assigned. If you choose to work ahead, be aware that additional materials may be added or changes to the assignments can be made up until the module / week start date. You may also have to repeat assignments if they are assigned to a Learning Cohort.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting (via Zoom or by phone) to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method

and suggested dates/times. **When emailing the instructor, be sure to include your FULL NAME and the COURSE NUMBER.**

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. Examine historical perspectives concerning the nature and meaning of assessment and testing in counseling (Wks 1 & 2; 2.F.7.a.)
2. Apply basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (Wks 8 & 9; 2.F.7.f.)
3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (Wk 6 & 7; 2.F.7.g.)
4. Examine the importance of reliability and validity in the use of assessments (Wk 6; 2.F.7.h.)
5. Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (Wk 12; 2.F.4.e.)
6. Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making (Wk 12; 2.F.4.i.) and clinical mental health counseling (Wks 13 & 15; 5.C.1.e.)
7. Apply methods of effectively preparing for and conducting initial assessment meetings (Wks 4 & 5; 2.F.7.b.)
8. Examine the use of assessments for diagnostic and intervention planning purposes (Wks 3 & 4; 2.F.7.e.)
9. Understand the use of results for diagnosis of developmental, behavioral, and mental disorders (Wks 3-5; 2.F.7.l.)
10. Explore the use of assessments relevant to academic/educational, career, personal, and social development (Wks 10-14, 2.F.7.i.)
11. Examine the use of environmental assessments, systematic behavioral observations (Wk 14; 2.F.7.j.), symptom checklists, personality and psychological testing (Wks 11-14; 2.F.7.k.), and assessments specific to P-12 education (Wks 10-12; 5.G.1.e.)
12. Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (Wk 2; 2.F.7.m.), including the impact of computerized assessment practices on test taking practices (Wk 2; 2.F.1.j)

### **Professional Standards**

***Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016***

Upon completion of this course, students will have met the following professional standards:

- technology's impact on the counseling profession (CACREP 2.F.1.j)
- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e) methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i)

- historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a)
- methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b)
- use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)
- basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f)
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g)
- reliability and validity in the use of assessments (CACREP 2.F.7.h)
- use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)
- use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j)
- use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)
- use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l)
- ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)
- psychological tests and assessments specific to clinical mental health counseling (CACREP 5.C.1.e CMHC)
- assessments specific to P-12 education (CACREP 5.G.1.e SC)

### **Required Text**

MindTap for Neukrug/Fawcett's Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers and Psychologists, Enhanced, 1 term – ISBN: 9780357040584

*\*Be sure to purchase MindTap – not the hardcopy textbook. See blackboard for instructions on accessing a print version of the text. \**

Note: The George Mason Bookstore will only sell textbooks and course materials online prior to the start of the fall semester. Students can purchase textbooks and find additional store information here: <https://gmu.bncollege.com/shop/gmu/home>.

### **Required Assessments (*distributed during class, do not attempt to purchase*)**

NERIS Analytics Limited, *16 Personalities*. Retrieved from <https://www.16personalities.com/free-personality-test>

Myers, J. E. and Sweeney, T. J. (2005). Five Factor Wellness Inventory. Menlo Park, CA: Mind Garden, Inc.

*Other assessments may be assigned by the instructor, please see Blackboard for details.*

**Course Performance Evaluation** Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

## Assignments

**Weekly “Classroom” Assignments (300 total points):** Each week students will complete assignments related to the course reading and associated lecture/supplemental media on Blackboard/MindTap. Each assignment is dependent upon reading the text and reviewing associated course materials (e.g., recorded lectures, videos, articles) assigned for that week. Most classroom assignments, unless otherwise specified, will be conducted during our synchronous class time and will include interactions with your assigned Learning Cohort (see below). If you miss class you will not be able to make up the classroom assignment.

**Learning Cohorts:** To supplement your learning experience, you will be assigned to a learning cohort. Learning Cohorts will meet weekly during our scheduled class time to discuss course materials, complete “classroom” assignments, post responses to the discussion board (if applicable) and engage in uTeach exercises (if applicable). Full weekly participation in your learning cohort is required (see Participation and Attendance guidelines).

**uTeach Activities:** uTeach activities give students an opportunity to concurrently learn and teach a concept relevant to their assigned readings. The *only requirement* is that the activity is brief (5-10 min) and involves experiential learning (i.e., not lecture). FUN and CREATIVITY is strongly encouraged! The idea is to teach your peers about the concept in a way that fosters long term understanding – not rote memorization. Depending on class size, uTeach activities can be conducted by 1 student for the entire class or by a Learning Cohort for the entire class. If utilized this semester, uTeach topics/due dates will be assigned by the instructor.

**Observation Report (150 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 play-based, classroom, or another public setting (i.e., after-school program, extra-curricular activity, public playground, etc.) is typically required.

*Selecting the Observation Site:* Because it may be unrealistic for some of you to conduct a naturalist observation this semester – I have a short observational video that can be used to complete the assignment. It is strongly recommended that you do not have prior knowledge of the setting/persons being observed. Thus, if you choose to conduct a live observation, it cannot be conducted in an environment where you have intimate knowledge of the children/setting (e.g., your place of employment, family/close friends, etc.). If you have other ideas to observe individuals in a natural environment, safely, bring these up in class for discussion.

To complete the assignment, use the Observation Report guidelines and protocol posted on Blackboard when conducting the observation. Spend time before the assignment to make sure you fully understand the A-B-C format and come up with a strategy for recording your notes. You will be required to fill out the A-B-C matrix and turn it in, along with your raw notes.

After the observation and completion of your preliminary documentation (A-B-C matrix and raw notes), prepare an Observation Report as if you were providing recommendations to that individual and their parent/guardian. The report should be a maximum of 3 ½ - 4 pages in length and include a rich description of the person observed; the observation environment; behaviors of the person; problems with the observation; and your hypotheses, interpretations, and recommendations. You will submit your A-B-C matrix AND raw notes (handwritten is fine) along with your final report.

See rubric on BB under this assignment for evaluation criteria. Stick to the page limit! Counseling reports need to be succinct, yet well written.

**Career Assessment Review (300 points):** This assignment is designed to evaluate your ability to apply the knowledge you have gained in this course concerning the topics of reliability, validity, multicultural considerations, and ethical test utility. You will comprehensively evaluate a career assessment commonly used in counseling practice. You will prepare a brief, yet comprehensive, PowerPoint / Prezi of the assessment. The summary will include:

- 1) a description of the assessment (e.g., purpose, target population, theoretical basis);
- 2) assessment composition (e.g., items, response format, scales/subscales);
- 3) psychometric properties (e.g., reliability, validity, norm data);
- 4) administration, scoring, interpreting, and reporting - including in a succinct manner:
  - a. how to access / purchase the assessment,
  - b. how to administer the test,
  - c. different administration methods,
  - d. how to score the test (including raw scores, if applicable),
  - e. what the test means and how it is interpreted by the administrator, and
  - f. types of reports are available to the test taker;
- 5) areas of concern (limitations): ethical, legal, and social justice considerations;
- 6) multicultural considerations,
- 7) a discussion of clinical utility, and
- 8) references.

Students must submit this assignment in VIA (click on the assignment in Blackboard and you will be taken to VIA). Students are welcome to ask individuals in their Learning Cohort to review their presentation. You may, depending on class size, be asked to present a short version of your assessment to the class for discussion.

**Learning Cohort Assessment Presentation (150 pts):** In your Learning Cohort, students will identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment that is of interest (i.e., achievement, behavior, pathology, education, intelligence, personality, etc.) and prepare a 10-15-minute recorded presentation. To begin, using GMU library databases: *PsychTests* (likely best source), the *Mental Measurement Yearbook* (2014), and/or *The Buros Center for Testing* website (<http://www.unl.edu/buros/>), groups will identify at least THREE assessment instruments relevant to their population and area of interest. After researching information available (including assessment/manual access, relevant research, and psychometric properties), groups will choose one assessment and develop a presentation which covers:

- assessment name, developer/author(s), where/how the group found the assessment, why this assessment was chosen (list other assessments considered);
- a brief description of the assessment (e.g., purpose, target population, theoretical basis);
- assessment composition (e.g., items, response format, scales/subscales);
- psychometric properties (e.g., reliability, validity, norm data);
- administration, scoring, interpreting, and reporting. Including in a *succinct* manner:
  - how to access / purchase the assessment,
  - how to administer the test (online, in-person, clinician-rated, self-report, more than one administration method, etc.),
  - how to score the test (including raw scores, if applicable),
  - what the test means and how it is interpreted by the administrator, and
  - types of reports available to the test taker (profile report, clinician report, etc.);
- areas of concern (limitations): ethical, legal, and/or social justice considerations;

- multicultural considerations; and
- a discussion of clinical utility (would you recommend it?).

It is understood that your presentation will infuse research from scholarly resources (including at *least* two peer-reviewed articles) and/or test manuals. You can find information on assessments using the GMU databases you typically use for literature reviews and the following: *PsychTests* (GMU database), *Mental Measurement Yearbook & Tests in Print* (GMU database), AARC website (<http://aarc-counseling.org/test-reviews>) and other publications.

Once your presentation is complete you must:

1. Have one group member upload the recorded presentation on the DISCUSSION BOARD under *Learning Cohort Presentations*
2. Submit your presentation on Blackboard (each student MUST submit their assignment to receive a grade)
3. Review all other learning cohort presentations by the due date indicated on the Class Schedule
4. Be prepared to discuss the assessment with the class and answer questions related to the assessment on the due date indicated on the syllabus

**Participation & Attendance (100 points [50 points each]):** Class participation (50 pts) and attendance (50 pts) is both encouraged and expected. Submission of late assignments will be deducted from the assignment – not reflected in your participation grade. Class discussion and exercises, including engagement in the Learning Cohorts and uTeach 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 absent from any portion of the class. For synchronous courses, attendance at the first class is mandatory. For synchronous and asynchronous courses, you must post an introduction (video preferred) within the first three days.

Unless an emergency or extenuating personal circumstances, it is expected that all scheduled meetings and coursework will be completed by the due date. It is your responsibility to communicate with the instructor if you have any issues with prevent you from being fully immersed in the course. It is understood there are many extenuating circumstances at this time – so please communicate these as soon as you can.

## **Other Requirements**

Course Expectations: APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Attendance: In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Two or more unexcused absences will result in loss of course credit. Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay engaged for the entire class period, (4) participate in discussions and in-class/on-line work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard/MindTap as assigned.

Assignments: The main assignments for the course (Blackboard/MindTap Assignments, Observation Report, Career Assessment Review, and the Group Presentation) are to be submitted on the course Blackboard site or within MindTap (as applicable). Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism: Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

### Grading

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/> Students must adhere to program professional dispositions: <https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

**Professional Dispositions Assessment:** Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
<b>Basic</b>	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
<b>Intermediate</b>	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
<b>Advanced</b>	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

**4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.

**3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

**2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

**1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

**N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

### Class Schedule

Readings and review of lecture content is due the *first day of the week (Monday)*. It is expected that all students will come to class prepared, having completed all readings and review of lecture materials for that week. Major assignments are activities related to the graded components of the class. Additional assignments and readings can be found on Blackboard and/or discussed in class.

Week	Topic	Learner Outcomes	Readings / Assignments Due
<b>Wk 1</b> 8/24-8/30	Course Overview and Introductions  Learning Cohorts  Introduction to Assessment	Historical perspectives concerning the nature and meaning of assessment (LO1)	<b>Readings / Lecture Review</b> <ul style="list-style-type: none"> <li>• Get familiar with Blackboard (BB)</li> <li>• Review all Wk 1 materials on Blackboard (BB)</li> </ul> <b>Major Assignments</b> <ul style="list-style-type: none"> <li>• Post an intro to the Discussion Board (video preferred) due 8/26</li> </ul>
<b>Wk2</b> 8/31-9/6	History and Purpose of Assessment  Methods/types of Assessment  Ethical considerations in Assessment  Computerized Assessment Practices	Historical perspectives concerning the nature and meaning of assessment (LO1)  Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment results, including the impact of computerized assessment practices on test taking practices (LO12)	<b>Readings / Lecture Review: Due 8/31</b> <ul style="list-style-type: none"> <li>• Chapter 1 (History)</li> <li>• Chapter 2 (Ethics)</li> <li>• Review Section 1 Overview and all Wk 2 materials on BB</li> </ul> <b>Major Assignments:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>

Week	Topic	Learner Outcomes	Readings / Assignments Due
<b>Wk3</b> 9/7-9/13 <b>(no class)</b>	Assessment and the DSM-5  History of DSM-5	Using assessments for diagnostic and intervention planning (LO8)  Using results for diagnosis of developmental, behavioral, and mental disorders (LO9)	<b>Readings / Lecture Review Due 9/14</b> ( <i>no class September 7<sup>th</sup></i> ) <ul style="list-style-type: none"> <li>Chapter 3 (Diagnosis)</li> <li>Review all Wk 3 &amp; 4 materials/lecture on BB</li> </ul> <b>Major Assignments:</b> <ul style="list-style-type: none"> <li>None</li> </ul> <i>Note: Please complete the <a href="#">16 Personalities assessment</a> prior to class on 9/14</i>
<b>Wk4</b> 9/14-9/20	Making a Diagnosis and Reporting Diagnostic Information  Diagnostic and Structured Interviewing & Mental Status Exam  How to conduct an observational assessment	Preparing for/conducting initial assessment meetings (LO7)  Using assessments for diagnostic and intervention planning (LO8)  Using results for diagnosis of developmental, behavioral, and mental disorders (LO9)	<b>Readings / Lecture Review Due 9/14</b> <ul style="list-style-type: none"> <li>Review Chapter 3 and all Wk 3 &amp; 4 materials on BB</li> <li>ACA Code of Ethics (Section E)</li> <li>ASCA Code of Ethics (A.9. &amp; A.13.)</li> </ul> <b>Major Assignments: Due 9/20</b> <i>Submit on BB under Wiki Links</i> <ul style="list-style-type: none"> <li>List your observation format (naturalistic observation or video) for the Observation Report Assignment</li> </ul>
<b>Wk5</b> 9/21-9/27	Distributing Results & Report Writing  Summative & Formative Assess.  Observational Report Writing	Preparing for/conducting initial assessment meetings (LO7)  Using assessment results for diagnosing developmental, behavioral, and mental disorders (LO9)	<b>Readings / Lecture Review Due 9/21</b> <ul style="list-style-type: none"> <li>Chapter 4 (Report Writing)</li> <li>Appendix D: Sample Assessment Report</li> <li>Review all Wk 5 materials/lecture on BB</li> </ul> <b>Major Assignments:</b> <ul style="list-style-type: none"> <li>None</li> </ul>
<b>Wk6</b> 9/28-10/4	Test Worthiness  Test Bias & Multicultural Issues Selecting a “good” test	The importance of reliability and validity in the use of assessments (LO4)  Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (LO3)	<b>Readings / Lecture Review Due 9/28</b> <ul style="list-style-type: none"> <li>Chapter 5 (Test Worthiness)</li> <li>Review Section 2 Overview &amp; Wk 6 materials/lecture on BB</li> </ul> <b>Major Assignments:</b> <i>Submit on BB under Wiki Links</i> <ul style="list-style-type: none"> <li>Identify population / issue of interest for Learning Cohort Presentation</li> </ul> <i>Note: You should have completed your observation by this date. Next week you will review your A-B-C rubric and raw notes with your Learning Cohort.</i>

<b>Week</b>	<b>Topic</b>	<b>Learner Outcomes</b>	<b>Readings / Assignments Due</b>
<b>Wk 7</b> 10/5-10/11	Making Meaning out of Data: Raw Scores	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (LO3)	<b>Readings / Lecture Review Due 10/5</b> <ul style="list-style-type: none"> <li>• Chapter 6 (Raw Scores)</li> <li>• Review Wk 7 materials/lecture</li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>• Review completed A-B-C rubric with your Learning Cohort during class on 10/5</li> </ul>
<b>Wk 8 (no class)</b>  10/12-10/18	Interpreting Test Data  Standardized & Non-standardized Assessments	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (LO2)	<b>Readings / Lecture Review Due 10/19</b> ( <i>no class on 10/12</i> ) <ul style="list-style-type: none"> <li>• Chapter 7 (Interpreting Scores)</li> <li>• Review Wk 8 &amp; 9 materials/lecture on BB</li> <li>• Review 5F-Wel on BB</li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Wk 9</b> 10/19-10/25	Making Meaning out of Data: Converting Raw Scores  Scoring Assessments	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (LO2)	<b>Readings / Lecture Review Due 10/19</b> <ul style="list-style-type: none"> <li>• Chapter 7 (Review)</li> <li>• Re-review Wk 8 &amp; 9 materials/lecture on BB</li> <li>• Complete 5F-Wel (do not score)</li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>• Observation Report Due 10/25 @ 11:59PM</li> </ul>
<b>Wk 10</b> 10/26-11/1	Measuring Achievement, Learning Disabilities, Readiness, & Cognitive Ability Testing	Using assessments relevant to academic/educational, career, personal, and social development (LO10)  Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing, and assessments specific to P-12 education (LO11)	<b>Readings / Lecture Review Due 10/26</b> <ul style="list-style-type: none"> <li>• Chapter 8 (Educational Assessments)</li> <li>• Review Section 3 Overview &amp; Wk 10 materials/lecture on BB</li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Wk 11</b> 11/2-11/8	Intelligence Testing & Neuro-psychological Assessment	Using assessments relevant to academic/educational, career, personal, and social development (LO10)  Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing, and assessments specific to P-12 education (LO11)	<b>Readings / Lecture Review Due 11/2</b> <ul style="list-style-type: none"> <li>• Chapter 9 (Intellectual / Cognitive Testing)</li> <li>• Review Wk 11 materials/lecture on BB</li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>

Week	Topic	Learner Outcomes	Readings / Assignments Due
<b>Wk 12</b> 11/9-11/15	Career & Occupational Assessments  Objective Personality Testing	<p>Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (LO5)</p> <p>Using assessment tools and techniques relevant to career planning and decision making and clinical mental health counseling (LO6)</p> <p>Using assessments relevant to academic/educational, career, personal, and social development (LO10)</p> <p>Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing, and assessments specific to P-12 education (LO11)</p>	<p><b>Readings / Lecture Review Due 11/9</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 (Career)</li> <li>• Chapter 11 (Clinical – pp. 247-265; <i>Defining Clinical Assessment &amp; Objective Personality Section only</i>)</li> <li>• Review Wk 12 materials/lecture on BB</li> </ul> <p><b>Major Assignment:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Wk 13</b> 11/16-11/22	Subjective Personality Testing  Commonly Used Clinical Assessments Suicide & Risk Assessment	<p>Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making and clinical mental health counseling (LO6)</p> <p>Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing, and assessments specific to P-12 education (LO11)</p>	<p><b>Readings / Lecture Review Due 11/16</b></p> <ul style="list-style-type: none"> <li>• Chapter 11 (Clinical – pp. 266-278; <i>finish chapter</i>)</li> <li>• Chapter 12 (Informal Assess.)</li> <li>• Review Week 13 &amp; 14 materials/lecture</li> </ul> <p><b>Major Assignment:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Wk 14</b> 11/23-11/29	Informal Assessment Tools  The Role of the Counselor in Assessment	<p>Using assessments relevant to academic/ educational, career, personal, and social development (LO10)</p> <p>Using environmental assessments, systematic behavioral observations, symptom checklists (LO11)</p>	<p><b>Readings / Lecture Review Due 11/23</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 (Review)</li> <li>• Review Week 13 &amp; 14 materials/lecture</li> </ul> <p><b>Major Assignment:</b></p> <ul style="list-style-type: none"> <li>• Learning Cohort Presentation Due 11/23 @ 11:59PM</li> </ul>

Week	Topic	Learner Outcomes	Readings / Assignments Due
Wk 15 11/30-12/6	Your Assessment Toolkit  Review Group Assessment Presentations	Examine methods of identifying and using assessment tools and techniques relevant to career planning and decision making and clinical mental health counseling (LO6)  Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing, and assessments specific to P-12 education (LO11)	<b>Readings / Lecture Review: Due 11/30</b> <ul style="list-style-type: none"> <li>Review your peers <i>Learning Cohort Presentations</i> posted on the Discussion Board</li> <li>Be prepared to discuss in class <i>three assessments that you will use in the future</i></li> </ul> <b>Major Assignment:</b> <ul style="list-style-type: none"> <li>Career Assessment Presentation Due 12/6 @ 11:59PM</li> </ul>

### Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### 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: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

#### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### Career Assessment Review Rubric (300 Points)

		4	3	2	1
Standard	Pts	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
<b>1. Assessment description and composition</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i	60	Systematic and thorough description of assessment, including background information, purpose, target population, and theoretical basis. Comprehensive discussion of assessment composition. Assessment clearly addresses abilities, interests, values, personality and other factors that contribute to career development.	Systematic and adequate description of assessment and relevant background information, purpose, target population, and theoretical basis. Sufficient discussion of assessment composition. Assessment addresses abilities, interests, values, personality and other factors that contribute to career development.	Included a basic description of assessment but lacked a clear description of the purpose, target population, and/or theoretical basis. Rudimentary discussion of assessment composition. It is not clear that assessment addresses abilities, interests, values, personality and other factors that contribute to career development.	Inadequate description of assessment did not include purpose, target population, and/or theoretical basis. Discussion of assessment composition was either missing or inadequate. Assessment does not address abilities, interests, values, personality and other factors that contribute to career development.
<b>2. Psychometric properties of assessment</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e	60	Includes a detailed description regarding the reliability and validity of the assessment, including a historical account of reliability and validity studies as well as norm data.	Includes an appropriate statement regarding the reliability and validity of the assessment. Sufficient discussion of reliability and validity studies and norm data.	Includes an appropriate statement regarding the reliability and validity of the assessment. Rudimentary or deficient discussion of reliability and validity studies and norm data.	Does not include an appropriate statement regarding the reliability and validity of the test. Little to no information about reliability and validity studies or norm data.
<b>3. Assessment administration and scoring protocols</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e	45	Thorough description of administration and scoring protocols.	Adequate description of administration and scoring protocols.	Basic description of administration and scoring protocols.	Inadequate description of administration and scoring protocols.

<p><b>4. Administration and interpretation in career planning and decision making</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	45	Sophisticated discussion and rationale for when / why caution should be used in the administration or interpretation of the test results or other parameters which would influence assessment outcomes as related to career planning and decision making.	Provides a clear and appropriate rationale for when / why caution should be used in the administration or interpretation of the test results as related to career planning and decision making.	Provides a weak rationale for when / why caution should be used in the administration or interpretation of the test results as related to career planning and decision making.	Lacked description of circumstances which would warrant caution in administration or interpretation of test results.
<p><b>5. Areas of concerns, ethical, multicultural, and social justice considerations</b> KPI A.7.a.1; CACREP 2.F.7.i; 2.F.7.e</p>	45	Provides a sophisticated and thoughtful discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides an adequate and accurate discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides a perfunctory discussion of areas of concern and ethical, multicultural, and social justice considerations.	Provides an incomplete or inaccurate discussion of areas of concern and ethical, multicultural, and social justice considerations.
<p><b>6. Discussion of clinical utility</b> KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	45	Provides an accurate and thoughtful discussion of how the test could support career planning and decision making	Provides an accurate consideration of how the test might specifically support career planning and decision making	Provides a perfunctory discussion of professional contexts that lacks a depth of knowledge of the test or purpose	Provides an incomplete or inaccurate consideration of purpose