

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

EDCD 604.001 – Assessment and Appraisal in Counseling  
3 Credits, Spring 2022

Wednesdays, 4:30 PM – 7:00 PM  
Fairfax campus – Peterson Hall Room 1113

Wednesdays, 7:20 PM – 10:00 PM  
Fairfax campus – Aquia Hall Room 346

**Faculty**

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**Prerequisites/Corequisites**

Admission to the Counseling program; B or better in 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 using a [lecture, lab, seminar, internship, and/or hybrid (2-75% online)] format.

**Course Objectives**

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*

CACREP Standard	Course Objective Coverage	Course Activities
technology's impact on the counseling profession (CACREP 2.F.1.j)	This Standard is part of Course Objective #12, which is addressed in Class 2 on "History and Purpose of Assessment, Methods/types of Assessment, Ethical considerations in Assessment"	Assigned readings that address this Standard include: Chapters 1 & 2
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)	This Standard is part of Course Objectives #5 and #6, which are addressed in Class 12 on "Career & Occupational Assessments, Objective Personality Testing"	Assigned readings that address this Standard include: Chapters 10 & 11  Additionally, this Standard (CACREP 2.F.4.e and 2.F.4.i) is measured as part of the Career Assessment Review Assignment, which assesses KPI A.4.a.1
historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a)	This Standard is part of Course Objective #1, which is addressed in Classes 1 and 2 on "Introduction to Assessment" and "History and Purpose of Assessment"	Assigned readings that address this Standard include: Chapter 1
methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b)	This Standard is part of Course Objective #7, which is addressed in Classes 4 and 5 on "Diagnostic and Structured Interviewing & Mental Status Exam, How to Conduct an observational assessment" and "Distributing Results & Report Writing, Summative & Formative Assessments, Observational Report Writing"	Assigned readings that address this Standard include: Chapters 3 & 4, ACA Code of Ethics (Section E), and ASCA Code of Ethics (A.9 & A.13)
use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)	This Standard is part of Course Objective #8, which is addressed in Classes 3 and 4 on "Assessment and the DSM-5, History of Assessment"	Assigned readings that address this Standard include: Chapter 3

	and “Preparing for/conducting initial assessment meetings, Diagnostic and Structured Interviewing & Mental Status Exam, How to Conduct an observational assessment”	Additionally, this Standard is measured as part of the Career Assessment Review Assignment, which assesses KPI A.7.a.1
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f)	This Standard is part of Course Objective #2, which is addressed in Classes 8 and 9 on “Interpreting Test Data, Standardized & Non-standardized Assessments” and “Making Meaning out of Data: Converting Raw Scores, Scoring Assessments”	Assigned readings that address this standard include: Pederson, Gorman-Ezell, Hochstetler-Mayer, & Brookings, 2019  Additionally, course activities that address this Standard include: completion and discussion of results for the Five Factor Wellness Inventory (5F-Wel)
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)	This Standard is part of Course Objective #3, which is addressed in Classes 6 and 7 on “Test Worthiness, Selecting a ‘good’ test”, “Making Meaning out of Data: Raw Scores”	Assigned readings that address this Standard include: Chapters 5 and 6
reliability and validity in the use of assessments (CACREP 2.F.7.h)	This Standard is part of Course Objective #4, which is addressed in Class 6 on “Test Worthiness, Test Bias & Multicultural Issues, Selecting a ‘good’ test”	Assigned readings that address this Standard include: Chapter 5
use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)	This Standard is part of Course Objective #10, which is addressed in Classes 10, 11, 12, 13, and 14 on “Measuring Achievement, Learning Disabilities, Readiness, & Cognitive Ability Testing”, “Intelligence Testing & Neuro-psychological Assessment”, “Career & Occupational Assessments”, “Subjective Personality Testing”, and “Informal Assessment Tools”	Assigned readings that address this Standard include: Chapters 8, 9, & 10 and Witmer & Roschmann, 2020  Additionally, this Standard is measured as part of the Career Assessment Review Assignment, which assesses KPI A.7.a.1
use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j)	This Standard is part of Course Objective #11, which is addressed in Classes 10, 11, 12, 13, and 14 on “Measuring Achievement, Learning Disabilities, Readiness, & Cognitive Ability Testing”, “Intelligence Testing & Neuro-psychological Assessment”, “Career & Occupational Assessments”, “Subjective Personality Testing”, and “Informal Assessment Tools”	Assigned readings that address this Standard include: Chapters 9, 11, & 12

use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)	This Standard is part of Course Objective #11, which is addressed in Classes 10, 11, 12, 13, and 14 on “Measuring Achievement, Learning Disabilities, Readiness, & Cognitive Ability Testing”, “Intelligence Testing & Neuro-psychological Assessment”, “Career & Occupational Assessments”, “Subjective Personality Testing”, and “Informal Assessment Tools”	Assigned readings that address this Standard include: Chapters 11 & 12
use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l)	This Standard is part of Course Objective #9, which is addressed in Classes 3, 4, and 5 on “Assessment and the DSM-5, History of Assessment”, “Preparing for/conducting initial assessment meetings, Diagnostic and Structured Interviewing & Mental Status Exam, How to Conduct an observational assessment”, and “Distributing Results & Report Writing”	Assigned readings that address this Standard include: Chapters 3 & 4, Appendix D: <i>Sample Assessment Report</i>
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)	This Standard is part of Course Objective #12, which is addressed in Class 2 on “History and Purpose of Assessment, Methods/types of Assessment, Ethical considerations in Assessment”	Assigned readings that address this Standard include: Chapter 2 and Crusto, Dantzer, Humenay-Roberts, & Hooper, 2015
psychological tests and assessments specific to clinical mental health counseling (CACREP 5.C.1.e)	This Standard is part of Course Objective #6, which is addressed in Class 12 on “Career & Occupational Assessments, Objective Personality Testing”	Assigned readings that address this Standard include: Chapter 11
assessments specific to P-12 education (CACREP 5.G.1.e)	This Standard is part of Course Objective #11, which is addressed in Classes 10, 11, 12, 13, and 14 on “Measuring Achievement, Learning Disabilities, Readiness, & Cognitive Ability Testing”, “Intelligence Testing & Neuro-psychological Assessment”, “Career & Occupational Assessments”, “Subjective Personality Testing”, and “Informal Assessment Tools”	Assigned readings that address this Standard include: Chapter 8

### **Additional professional standards addressed in this course:**

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Appraisal, evaluation & diagnostic procedures”
- This course addresses the following Virginia Department of Education (VDOE) School Counselor Prek-12 Competency Topic requirements: 8VAC20-543-610.8.a
- This course addresses the following Virginia Department of Education (VDOE) Professional Studies requirements for Prek-12 Endorsements: 8VAC20-543-140.2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 3.a, 3.b, 3.c, 3.d, 3.e

## Required Texts

Neukrug, E. S., & Fawcett, R. C. (2019). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists, 3<sup>rd</sup> Edition, Enhanced*. Cengage Learning.

## 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., VIA).

## Assignments and/or Examinations

**Weekly “Classroom” Assignments (300 total points):** Each week students will complete assignments related to the course reading and associated lecture/supplemental media on Blackboard. 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 (see above), post responses to the discussion board (if applicable) and engage in the Assessment uTeach exercise (see below). Full weekly participation in your learning cohort is required (see Participation and Attendance guidelines).

**Assessment uTeach Activities (150 points; Various Due Dates):** uTeach activities give students an opportunity to concurrently learn and teach the class about an assessment which would be used by counselors. The *only requirement* is that the activity/presentation covers an assessment (not previously covered) that counselors would use in a school/clinical setting. The class should learn the purpose of the assessment, how to find/access the assessment, scoring and using the assessment with clients/students. ***Learning Cohorts will present the activity to the class.*** Ideas: Assessments used in Grief Counseling, Suicide Assessments, Diagnostic Measures/Symptom Inventories, Trauma Scales/Checklists, or Brief Intellectual or Developmental Disability Inventories/Screeners (these are only suggestions). **YOU DO NOT NEED TO HAVE A COPY OF THE ASSESSMENT IN ORDER TO DISCUSS THE ASSESSMENT.**

**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. This is not a learning cohort assignment; it is an individual assignment.** The presentation 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 [aka: the study population the assessment was validated on]);
- 4) administration, scoring, interpreting, and reporting - including in a succinct manner:
  - a. how to access / purchase the assessment,
  - b. how to administer the test (online, in-person, etc.)
  - c. different administration methods (self-report, clinician administered, teacher/parent/clinician versions, etc.)
  - 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 (if applicable - typically applicable to online assessments only);
- 5) areas of concern (limitations): ethical, legal, and social justice considerations;
- 6) multicultural considerations,
- 7) a discussion of clinical utility (Would you use it and how/when?), 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 presentation (see Course Schedule for presentation dates). 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:

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

*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 presentation on the DISCUSSION BOARD under *Learning Cohort Presentations* by the Due Date (see Course Schedule)
2. Submit your presentation on Blackboard (each student MUST submit their assignment to receive a grade)
3. Be prepared to present the assessment to the class and answer questions related to the assessment on the due date indicated on the syllabus – specific presentation times will be selected the first few weeks of class

**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 that 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 [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 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 Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
<b>Intermediate (Practicum)</b>	<i>Core:</i> 608, 660, 628, 619, 610, 797

### 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 weekly readings/lecture material review on Blackboard (BB).

Module / Week	Topic	What you will learn	Readings / Assignments Due
<b>Module 1</b> <b>Wk 1: 1/24 – 1/30</b>  <b>Wk 2: 1/31 – 2/6</b>  <b>Wk 3: 2/7 – 2/13</b>  <b>Wk 4: 2/14 – 2/20</b>	History and Purpose of Assessment  Methods/types of Assessment  Ethical considerations  Assessment and the DSM-5  Diagnostic and Structured Interviewing & Mental Status Exam	Historical perspectives concerning the nature and meaning of assessment (LO1)  Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment results (LO12)  Preparing for/conducting initial assessment meetings (LO7)  Use of assessments for diagnosis of developmental, behavioral, and mental disorders (LO9)	<b>Wk 1 Readings/Assignments:</b> <ul style="list-style-type: none"> <li>• <i>No readings Wk 1</i></li> <li>• Review Blackboard (BB) format and materials</li> <li>• Post intro to discussion board (video preferred) <b>due by day 3 of class!</b></li> </ul> <b>Week 2 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Review all BB materials</li> <li>• Chapter 1 (History)</li> <li>• Chapter 2 (Ethics)</li> <li>• ACA COE (Sec. E) <i>or</i> ASCA COE (A.9. &amp; A.13.)</li> </ul> <b>Week 3 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Review all BB materials</li> <li>• Chapter 3 (DSM)</li> </ul> <b>Week 4 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 4 (Report Writing)</li> <li>• Review all BB materials</li> <li>• Select 2 diagnostic assessments of interest and bring info class this week.</li> </ul>
<b>Module 2</b> <b>Wk 5: 2/27 – 3/6</b>  <b>Wk 6: 3/7 – 3/13</b>	Standardized & Non-standardized Assess.	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and	<b>Wk 5 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 5 (Test Worthiness)</li> <li>• Review all BB materials</li> <li>• Select 3 Career Ass. <i>of interest</i></li> </ul>

<p><b>Wk 7: 3/14 – 3/20</b></p>	<p>Summative &amp; Formative Assess. Test Worthiness: A “good” test Test Bias Interpreting Raw scores</p>	<p>group and individual assessments (LO2) 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)</p>	<ul style="list-style-type: none"> <li>• Select LC Group Assessment population of interest and assessment topic</li> </ul> <p><b>Wk 6 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 (Raw Scores)</li> <li>• Review all BB materials</li> <li>• <b><i>Bring information on the psychometrics for <u>one</u> Career Assessment you are interested in to class this week!</i></b></li> </ul> <p><b>Wk 7 Readings/Assign:</b> Chapter 7 (Interpreting Scores)</p> <ul style="list-style-type: none"> <li>• Review all BB materials</li> <li>• Post chosen Career Assessment &amp; Group Assessment on BB under Discussion</li> </ul>
<p><b>Week</b></p>	<p><b>Topic</b></p>	<p><b>What you will learn</b></p>	<p><b>Readings / Assignments Due</b></p>
<p><b>Module 3</b> <b>Wk 8: 3/21 – 3/27</b></p> <p><b>Wk 9: 3/28 – 4/3</b></p> <p><b>Wk 10: 4/4 – 4/10</b></p>	<p>Measuring Achievement, Learning DisABILITY, Readiness, &amp; Cognitive Ability Testing Intelligence Testing &amp; Neuro-psychological Assessment Career &amp; Occupational Assessments</p>	<p>Using assessments for diagnostic and intervention planning (LO8) Using results for diagnosis of developmental, behavioral, and mental disorders (LO9) Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (LO5) Using assessments relevant to academic/ educational, career, personal, and social development (LO10) and specific to P-12 education (LO11)</p>	<p><b>Wk 8 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 (Education)</li> <li>• Review all BB materials</li> <li>• Finalize Learning Cohort Presentations</li> </ul> <p><b>Wk 9 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 (Cognitive)</li> <li>• Review all BB materials</li> <li>• Learning Cohort Presentation - Due <ul style="list-style-type: none"> <li>○ Upload on Blackboard (every student) &amp; Discussion Board (only one to discussion board!!)</li> </ul> </li> </ul> <p><b>Wk 10 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 (Career)</li> <li>• Review all BB materials</li> <li>• <b>In Class: Learning Cohort Presentation #1</b></li> </ul>

<b>Module 4</b> <b>Wk 11: 4/11 – 4/17</b> <i>No class</i>	Objective & Subjective Personality Testing  Suicide & Risk Assessment	Using assessment results for diagnosing developmental, behavioral, and mental disorders (LO9)	<b>Wk 11 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 11 (Clinical)</li> <li>• Review all BB materials</li> <li>• Bring suicide/risk ass. to class next week</li> </ul>
<b>Wk 12: 4/18 – 4/24</b> <i>CLASS: 11/8</i>	Commonly Used Clinical Assessments  Suicide & Risk Assessment	Assessments for diagnostic and intervention planning (LO8)  Methods of identifying and using assessment tools and techniques relevant to clinical mental health counseling (LO6)	<b>Wk 12 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 12 (Informal Assess.)</li> <li>• Review all BB materials</li> <li>• <b>In Class: Group Presentations</b></li> </ul>
<b>Wk 13: 4/25 – 5/1</b> <i>CLASS: 11/15</i>	Distributing Results & Report Writing	Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing (PO11)	<b>Wk 13 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 12 (Informal Assess.)</li> <li>• Review all BB materials</li> <li>• <b>In Class: Group Presentations</b></li> </ul>
<b>Wk 14: 5/2 – 5/7</b>			<b>Wk 14 Readings/Assign: NONE!</b> <ul style="list-style-type: none"> <li>• <i>No readings</i></li> </ul> <b>Wk 15 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• <b>In Class: Group Presentations</b></li> <li>• Career Assessment Due 5/10</li> </ul>

**\* uTeach Dates**

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

**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*

- 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 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. 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). I 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