

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

EDCD 604.001 – Assessment and Appraisal in Counseling  
3 Credits, Spring 2023  
Mondays 4:30 – 7:10 PM  
Fairfax campus – Planetary Hall, Room 224

**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 hybrid (alternating in-person/asynchronous virtual class) format.

**Learner Outcomes or 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.7.1.)
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" and "Preparing for/conducting initial assessment meetings, Diagnostic and Structured Interviewing & Mental Status	Assigned readings that address this Standard include: Chapter 3  Additionally, this Standard is measured as part of the Career Assessment Review Assignment, which assesses KPI A.7.a.1

	Exam, How to Conduct an observational assessment”	
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	Assigned readings that address this Standard include: Chapters 11 & 12

	Assessment”, “Career & Occupational Assessments”, “Subjective Personality Testing”, and “Informal Assessment Tools”	
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>

*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).

**Learning Cohorts:** To supplement your learning experience, you will be assigned to a learning cohort. Learning Cohorts are groups of students who will work together for the entire semester. Learning cohorts will meet regularly during our scheduled class time to discuss course materials and complete classroom activities. Outside of class learning cohorts will complete two required group assignments: 1) the **Case Study and Assessment Discussion** and 2) the **Group Presentation**. Full participation in your learning cohort is required (see Participation and Attendance guidelines).

- **Assignments and/or Examinations**

**Classroom Activities (300 total points; 30 points each):** Students will complete 10 assignments related to the course reading and associated lecture/supplemental media on Blackboard. Each assignment is dependent upon reading the text and reviewing course materials (e.g., recorded lectures, videos, articles) assigned for that week. Classroom assignments, unless otherwise specified, will be assigned during our synchronous class time. ***If you miss class, you will not be able to make up the classroom assignment. See course schedule for graded classroom activities.***

**Case Study and Assessment Discussion (150 points; Due 2/27/23):** In groups students will create a case study of a client/student based on an instructor assigned diagnostic category and identify two assessments to assess a client/student for a diagnosis within that category AND/OR to monitor counseling outcomes for the client/student during treatment (must related to diagnostic category assigned). *Extra consideration will be given to students who present evidenced based treatment options for the diagnostic category* (e.g., Mindfulness-Based CBT for Depression; Dialectical Behavior Therapy for Borderline Personality Disorder). Discussions will be 15-20 minutes, leaving time for questions and comments, and should include:

**Case Study:** May include (only include relevant information): identifying characteristics (e.g., gender and racial identity, socioeconomic history, etc.); referral information, concerns, history of the problem; developmental history; historical and current family and social functioning; relevant medical and mental health history; and/or strengths and resources. The case study should be a NO LONGER than 2 or 3 paragraphs. Keep it simple – you will not be able to include everything.

**Recommended Assessments:** Select two assessments designed to measure the diagnostic category relevant to the case, such as measures for mood disorders, severity indicators for anxiety disorders, substance use/addiction screening tools, or trauma checklists (*these are only examples*). Chosen assessments must be related to the diagnostic category assigned.

When presenting the recommended assessment, groups will provide:

1. Test name, author(s), and publication (citation) or publisher information
2. Test Description
  - i. Purpose of the assessment and target population (e.g., adults over 18)
  - ii. Number of items; type (multiple-choice format, Likert scale, Yes/No, etc.); administration format (paper/online); time to administer and score; and sample items if available.
  - iii. Information gained from using the assessment
3. Rationale for selecting the assessment

Students will bring a hard copy of the case study to class, which will include an outline of the assessment information listed above (#1-3) for the class to reference during the discussion.

**Group Presentation (150 pts; Due 4/10/23):** Learning Cohorts will identify a population (i.e., child, adolescent, adult, or geriatric) and an area of diagnostic assessment related to the DSM-5 that is of interest (i.e., autism spectrum, impulse control, substance use, anxiety, mood disorders). Students will select an assessment related to this diagnostic area and prepare a 15-20-minute presentation relevant to their population and area of interest. The group presentation will cover:

1. Population/Diagnostic Category
  - o Outline diagnostic criteria and any relevant changes from the DSM-5 to DSM-5-TR
2. assessment name, developer/author(s), where/how the group found the assessment, why this assessment was chosen (list other assessments considered if applicable);
3. a brief description of the assessment (e.g., purpose, target population, theoretical basis);
4. assessment composition (e.g., items, response format, scales/subscales);
5. psychometric properties (e.g., reliability, types of validity, who the assessment was originally normed o)
  - o *Hint:* Look for information stating who the assessment is appropriate for and articles which state “psychometric properties of” and “development and validation of (assessment name)”.
6. 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), and
  - d) what the test results mean and how these would be explained to the client
6. Cultural and social justice areas of concern (limitations)
7. 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. Once your presentation complete you must:

1. Have **one group member** upload the presentation on the DISCUSSION BOARD under *Group Presentations* by the due date (4/10/23; see Course Schedule)
2. Submit your presentation on Blackboard (each student MUST submit their assignment to receive a grade)

**Career Assessment Review (300 points; Due 5/5/23):** This is an individual assignment. 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 (or outline).** The review 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 administrated, 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 WATERMARK (formerly VIA). To access, click on the assignment in Blackboard and you will be taken to Watermark. Students are welcome to ask individuals in their Learning Cohort to review their review. **You may, depending on class size, be asked to present a short version of your assessment review to the class for discussion.** Due date is the last day of classes for the semester (May 5).

**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 classroom 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.

### **How do I find information on tests?**

You can find information on assessments using the GMU databases you typically use for literature reviews, but are encouraged to look in the following databases/websites. PLEASE NOTE – not all of the tests listed on public facing websites are validated. You will need to do some research to ensure what you are choosing to use is a “good” test:

1. *APA PsychTests* (GMU database)
2. *Mental Measurement Yearbook & Tests in Print* (GMU database)
3. AARC website (<http://aarc-counseling.org/test-reviews>)
4. DSM-5 Online Assessments Measures  
(<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>)
5. Mind Remake Project (<https://mindremakeproject.org/2018/07/21/free-online-assessment-and-screening-tools-for-mental-health/>)
6. PsyToolkit’s survey library (<https://www.psytoolkit.org/survey-library/>)

- **Other Requirements**

Course Expectations: Students in Counseling program 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/Watermark as assigned.

Assignments: The main assignments for the course (Blackboard/Watermark Assignments, Case Study and Assessment Discussion, Career Assessment Review, and the Group Presentation are to be submitted on the course Blackboard site or within Watermark (as applicable). Late 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 not 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/policies-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.





<p><b>Wk 5: Feb 20</b> <i>Class: in person</i></p>	<p>Diagnostic and Structured Interviewing &amp; Mental Status Exam</p>		<p><b>Week 5 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>○ Chapter 4 (Report Writing)</li> <li>○ <i>Consider:</i> What are the different components of an Assessment Report (know these for class)? Why are these so important? Would you write up this type of report for every assessment?</li> <li>○ <i>Review:</i> <a href="#">Sommers-Flanagan Overview of a Mental Status Exam</a> [link] <ul style="list-style-type: none"> <li>○ Using this protocol, conduct a brief interview with an individual and fill out the Mental Status Exam (MSE) template on blackboard – <b>bring to class on 2/20<sup>3*</sup></b></li> </ul> </li> </ul>
<p><b>Module 2</b> <b>Wk 6: Feb 27</b> <i>Class: asynch</i></p> <p><b>Wk 7: Mar 6</b> <i>Class: in person</i> <b>(Spring Recess Mar 13-Mar 19)</b></p> <p><b>Wk 8: Mar 20</b> <i>Class: asynch</i></p>	<p>Standardized &amp; Non-standardized Assess.</p> <p>Summative &amp; Formative Assess.</p> <p>Test Worthiness: A “good” test</p> <p>Test Bias</p> <p>Interpreting Raw scores</p>	<p>Basic concepts of standardized and non-standardized testing, norm- and criterion-referenced, and group and individual assessments (LO2)</p> <p>The importance of reliability and validity (LO4)</p> <p>Statistical concepts, including scales of measurement, central tendency, variability, distributions, and correlations (LO3)</p>	<p><b>Wk 6 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>● Chapter 5 (Test Worthiness)</li> <li>○ <b>Components of an Assessment Report “Dash<sup>4*</sup></b> <ul style="list-style-type: none"> <li>○ Consider: Is the MSE a “worthy” test? Are the DSM-5-TR online measures “worthy”? Why or why not?</li> </ul> </li> <li>● <b>Case Study and Assessment Discussion Due – Present in Class</b></li> </ul> <p><b>Wk 7 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>● Chapter 6 (Raw Scores)</li> <li>● Under the <a href="#">DSM-5-TR Online Diagnostic Measures</a> [link], find an assessment that converts raw scores to a standard score. Using the information provided in Chapter 6 and the measure itself, identify how the raw score is converted to a standard score and <b>WHY</b> the raw score was not considered suitable for interpretation.</li> </ul> <p><b>Wk 8 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>● Chapter 7 (Interpreting Scores)</li> <li>● <b>Discussion Board (Due 3/27)<sup>5*</sup>:</b> Post to the discussion board (attach article) information for one assessment that describes psychometric properties (reliability and validity information for the assessment). See example on discussion board.</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 9: Mar 27</b>  <i>Class: in person</i></p>	<p>Career &amp; Occupational Assessments</p>	<p>Using assessments for diagnostic and intervention planning (LO8)</p>	<p><b>Wk 9 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 (Career)</li> <li>• <i>Consider:</i> Based on the different career/aptitude/interest assessments presented in the chapter, research career assessments for your final project.</li> </ul>
<p><b>Wk 10: Apr 3</b>  <i>Class: asynch</i></p>	<p>Measuring Achievement, Learning DisABILITY, Readiness, &amp; Cognitive Ability Testing</p>	<p>Using results for diagnosis of developmental, behavioral, and mental disorders (LO9)</p> <p>Strategies for assessing abilities, interests, values, personality and other factors for career dev. (LO5)</p>	<p><b>Wk 10 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 (Education)</li> <li>• Review <b>one</b> of the following, be sure to do some research on the assessment prior to reviewing these sample reports [links]: <ul style="list-style-type: none"> <li>▪ <a href="#">Wide Range Achievement Test - Fifth Edition</a></li> <li>▪ <a href="#">WIAT®-III Wechsler Individual Achievement Test®-Third Edition</a></li> <li>▪ <a href="#">Cognitive Abilities Test - 7</a></li> <li>▪ <a href="#">Woodcock Johnson (3 Tests: Cognitive Abilities, Oral Language, Achievement Form A-Extended)</a></li> </ul> </li> <li>○ <b>Intervention Brainstorm<sup>6*</sup></b></li> </ul>
<p><b>Wk 11: Apr 10</b>  <i>Class: in person</i></p>	<p>Intelligence Testing &amp; Neuro-psychological Assessment</p>	<p>Using assessments relevant to academic/ educational, career, personal, and social development (LO10) and specific to P-12 education (LO11)</p>	<p><b>Wk 11 Readings/Assign:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 (Cognitive)</li> <li>• <b>Group Presentation - Due</b> <ul style="list-style-type: none"> <li>○ Blackboard Submission (every student)</li> <li>○ Discussion Board (only one group member should post to discussion board!)</li> </ul> </li> </ul>

<b>Module 4</b>			
<b>Wk 12: Apr 17</b> <i>Class: asynch</i>	Objective & Subjective Personality Testing  Suicide & Risk Assessment	Using assessment results for diagnosing developmental, behavioral, and mental disorders (LO9)	<b>Wk 12 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 11 (Clinical)</li> <li>• <b>Like Me/Not Like Me<sup>8*</sup></b>: Complete and bring results from <a href="#">16personalities</a> to class. Be prepared to discuss what it would be like to work with a client/student just like you and a client/student different from you (based on specific personality types – not just your opinion!).</li> <li>• <b>In Class: Group Presentations</b></li> </ul>
<b>Wk 13: Apr 24</b> <i>Class: in person</i>	Commonly Used Clinical Assessments Suicide & Risk Assessment	Assessments for diagnostic and intervention planning (LO8)	<b>Wk 13 Readings/Assign:</b> <ul style="list-style-type: none"> <li>• Chapter 11 (cont.)</li> <li>• Bring a copy of a suicide/risk ass. to class on 4/24</li> </ul>
<b>Wk 14: May 1</b> <i>Class: asynch</i>	Distributing Results & Report Writing	Methods of identifying and using assessment tools and techniques relevant to clinical mental health counseling (LO6)	<b>Wk 14 Readings/Assign:</b> <ul style="list-style-type: none"> <li>○ Chapter 12 (Informal Assess.)</li> <li>○ <b>In Class: Group Presentations</b></li> <li>○ <b>Suicide Assessment &amp; Feedback Session<sup>9*</sup></b>: Administer suicide risk assessments / role play</li> </ul>
<b>Wk 15: May 5</b> <i>Class: TBD</i>		Using environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing (PO11)	<b>Wk 15 Readings/Assign: NONE!</b> <ul style="list-style-type: none"> <li>○ <b>Assessment in Practice<sup>10*</sup></b>: Bring/write up a list of three assessments you would use in practice (and why)</li> <li>○ Career Assessment Due 5/5</li> </ul>

\* *Included as part of the Classroom Exercises Grade (10 total)*

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

## **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/>.

## **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.

## **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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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