EDCD 604.001 – Assessment and Appraisal in Counseling
3 Credits, Spring 2018
Thursdays 7:20 – 10:00 PM Krug Hall Room 107 – Fairfax

Faculty
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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 is designed to expose students to a wide range of assessment types and approaches. A variety of reading material and experiential activities will be provided during this course. Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, role play, computer lab work, library instruction, and videos. Each student will choose a specific assessment tool as a focus for exploration during the semester, and also complete a minimum of three additional assessments provided in class.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Demonstrate an understanding of historical perspectives concerning the nature and meaning of assessment.
2. Demonstrate an understanding of basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group tests and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
3. Demonstrate an understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Demonstrate an understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).

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

Professional Standards (CACREP)
This course is a prerequisite for the career counseling class in the C & D Master's Program. In addition, this course adheres to the CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards regarding assessment as follows: CACREP-Section II.K.g: An understanding of individual and group approaches to assessment and evaluation.

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

Cattell, R. B., Cattell, A. K., & Cattell, H. (2002). 16 PF Profile Report (5th ed.). [Mail-in scoring profile report]. San Antonio: Pearson Clinical Assessment
Note: This report will be ordered in class

Myers, J. E. and Sweeney, T. J. (2005). Five Factor Wellness Inventory. Menlo Park, CA: Mind Garden, Inc.
Note: This assessment will be provided in class

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Late assignments will not be accepted unless prior arrangements are made with the instructor, subject to approval by the instructor. **All assignments must be submitted on Blackboard unless otherwise specified by the instructor**

- **Assignments and/or Examinations**
  Observation Report (15 points): This assignment is designed to provide practice in conducting behavioral observations and writing observation reports. This method of assessment is most commonly used with children, so observing a child in a classroom setting or other setting (i.e., after-school program, extra-curricular activity, etc.) is highly desired. If you do not have access to a child for the purpose of this assignment, please discuss alternative options with Dr. Christian. Use the guidelines posted on Blackboard in conducting the observation and preparing the report. The report is to be a **maximum of three pages** in length.

  Informal Assessment (15 points): Students will complete a card sort self-assessment. Instructions will be posted on Blackboard and discussed in class. The assignment will be graded on thought, effort, and depth of analysis. It is anticipated that the report will be a summary and should be a **maximum of three pages** in length.

Self-analysis and Report Writing (30 points): Students will complete a personality assessment (16PF) and a wellness assessment (WEL-5) as a part of the course requirements. Students will be expected to integrate the results of the assessments and develop a comprehensive assessment report. The report should be between 5-6 pages in length, 12 pt. font, double-spaced, and adhere to the *Publication Manual of the APA, 6th Edition*. Further instructions will be given in class.

Group Presentation of Standardized Assessment (30 pts): Identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment that is of interest to you (i.e., achievement, behavior, pathology, education, intelligence, personality, etc.). Using GMU library resources, the *Mental Measurement Yearbook* (2014) and/or The Buros Center for Testing website (http://www.unl.edu/buros/), identify possible assessment instruments in that area. Groups will choose one standardized assessment instrument of interest to research, evaluate, and present.

The presentation should include the title, author, publisher, and purpose of the instrument, as well as its strengths and limitations. You are to use the research from scholarly resources (including at least one peer-reviewed article), test manuals, *Mental Measurement Yearbook*, *Tests in Print*, AARC website (http://aarc-counseling.org/test-reviews) and other publications. Further instructions will be available on Blackboard.

- **Other Requirements**

Class participation (10 points): Class participation is both encouraged and expected. Class discussion and exercises will be held on a regular basis and engagement will significantly enhance your learning experience. Please alert the instructor if you will be missing class or significantly late either via phone or email. Only one unexcused absence is permitted, and excessive missed time may impact your grade. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. If there is a reason for you needing access to your phone, please inform your instructor at the beginning of class. Laptops should be used for note-taking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students. In general, my grading of class participation is determined as follows:

- **10**: Attends all classes, arrives on-time, and actively participates in most classes

- **9:** Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class (unexcused), arrives on-time, and actively participates in most classes

- **8:** Misses one class, arrives on-time, and moderately participates in most classes

- **7:** Misses one class and/or several times late to class and/or low participation in most classes

- **6-below:** Misses one class and/or chronic lateness and/or minimal participation in most classes

- **Grading**
  See assignments
  Grading Scale: A = 97-100; A- = 94- 96; B+ = 91- 93; B = 87- 90; B- = 84-86; C = 80-83; F = 79 and below

  EDCD 604 is a graded course. Included in the assignments is the requirement that the following must be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes. More than one unexcused absence will result in course failure and lateness to class will affect your participation grade.
- Active classroom participation including discussion of reading materials, providing and accepting constructive feedback and suggestions for and from classmates and instructor is expected.

Grading also will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving the highest numerical grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

COURSE SCHEDULE

Class	Date	Topic	Due
1	1/25/18	• Introductions • Course Objectives & Expectations • History of testing • Role and Purpose of Assessment	TXT Chapter 1
2	2/1/18	• Methods and types of assessment • Observation • Interviewing skills • Intake interviewing	TXT Chapter 2
3	**2/8/18**	• **Library Resources** *Guest Speaker: (Meet in Library)* • Assessment presentation discussion	**Order 16PF**
4	2/15/18	• Descriptive Statistics, Scales of Measurement • Measures of Central Tendency • Measures of relationship • SPSS*: Descriptive Statistics / Running Frequencies/ Charts / Graphs/ Correlations*	TXT Chapter 3 Assessment Interest Inventory
5	2/22/18	• Standard scores • Types of assessment scores • Reliability	TXT Chapter 4 & 5 **Observation Report DUE**
6	3/1/18	• Validity • Test Bias and multicultural issues • Distribute standardized assessments	TXT Chapters 6 & 15 BB: Test Bias and use with Minority Groups
7	3/8/18	• Intelligence testing • Alternative assessment methods • Card Sort Assignment discussion • 16PF and 5-Factor WEL (**DUE to Dr. Christian at beginning of class**)	TXT Chapter 8 **Standardized Assessments DUE**
8	3/15/18	SPRING BREAK- No Class	
9	3/22/18	• Test Selection • Technology and testing • Assessment preparation for presentation	TXT Chapter 7 BB: Using the Internet to Enhance Testing **Card Sort DUE**
10	**3/29/18**	• Formats for Reports, Evaluations and Summaries • Psychological report writing • Interpreting the 16PF • Guest Speaker • Personality assessment	TXT Chapter 16 BB: 16PF manual
11	**4/5/18**	• Personality assessment • Assessment of children and adolescents • Assessment preparation for presentation • Guest Speaker	TXT Chapter 12

12	**4/12/18**	• **Assessment presentations 1 & 2** • Assessing for wellness • Interpreting the 5F-WEL	BB: Wheel of Wellness, Wellness Counseling
13	4/19/18	• **Assessment presentations 3 & 4** • Diagnostic and Structured Interviewing	TXT Chapter 16 BB: 16PF manual
14	4/26/18	• Clinical Assessment and Mental Status • Assessment and the DSM-V • **Assessment presentations 5 & 6**	TXT Chapter 13
15	5/3/18	• Use of assessment data in schools • The role of the school counselor in student assessment • Guest Speaker	BB: Examining the School Culture Environment
16	5/10/18	• Ethics in testing and assessment	TXT Chapter 17 **Self- Analysis DUE**

Note: Faculty reserves 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/.

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 http://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 http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Assessment Rubric(s)

Grading Rubric Evaluation of Presentation

	Below Expectations (Below 25 points)	Meets Expectations (25-28 points)	Exceeds Expectations 97-100% (29-30 points)
Reasoning	• Presentation of information is illogical • Ideas from different sources are presented without synthesis	• Logical, orderly presentation of information • Effort is made to synthesize ideas from different sources	• Slides are logical, orderly, well-developed • Ideas are well synthesized, following a logical outline
Grammar & Mechanics	• Substantial grammatical, spelling, punctuation, format errors	• Minimal grammatical, spelling, punctuation, format errors	• No grammatical, spelling, punctuation or format errors
Content & Focus	• Several required areas are neglected • Analysis is superficial • Pros and cons of instrument not addressed	• All required areas are addressed • Adequate analysis • Pros and cons of instrument minimally addressed	• All required areas are addressed • Evidence of thorough and critical analysis • Pros and cons of instrument fully explored
References	• Inappropriate references • Many errors in the citations and/or reference section • Many citations in the body are not cited in the references, and vice versa • Many APA errors	• References are appropriate • A few incorrect citations or references • A few citations in the body do not match those in the references • Few APA errors	• References are appropriate and show a variety of sources • Citations are correctly referenced • Citations in the body match those in the references • No APA errors
Oral Presentation	• Presentation is difficult to follow • Presenters read directly from slides/notes • Largely unequal contribution of members • No example of the instrument • Limited time given to audience questions and comments	• Presentation follows a logical outline • Some members contribute less than others • Effort is made to engage audience • Generally open to audience questions and comments • Limited examples of instrument	• Presentation is clear and logical • All members contribute equally • Interactive activity provided • Members provide thoughtful and non-defensive answers to audience Q/C • Multiple examples of instrument provided (handouts, screenshots, etc.).

Grading Rubric Evaluation Final Paper/Analysis

	Below Expectations (Below 25 points)	Meets Expectations (25-28 points)	Exceeds Expectations 97-100% (29-30 points)
Grammar & Mechanics	• Substantial grammatical, spelling, punctuation, format errors • Several APA errors	• Minimal grammatical, spelling, punctuation, format errors • Few APA errors	• No grammatical, spelling, punctuation or format errors • No APA errors
Background Information & Behavioral Observations	• Fail to provide background information, or description of the "client" • Includes mostly subjective or informal language	• Partial background information about the "client" included • Partial behavioral/physical description • Effort is made to describe client objectively	• All relevant background information included • Full behavioral/physical description • Description of attitude/behavior during testing • Professional and objective language used
Test Data Presentation	• Fails to list tests administered • Procedures unclear	• Partial list of tests administered • Procedures are described	• Includes complete list of tests administered • Procedures are clearly described
Test Results & Interpretation	• Some scores interpreted inaccurately • No themes are identified • Information not synthesized across inventories/interview data	• Some scores are interpreted inaccurately • One or two themes identified • Information from inventories is synthesized and strengths and areas for growth identified	• Inventory scores interpreted accurately • At least three themes identified and fully discussed • Information from inventories is synthesized and strengths/areas for growth fully explored
Summary & Recommendations	• No summary or recommendations included	• Summary is included, but does not relate to analysis of themes • Lack of long term goals, and fewer than 3 short-term recommendations	• Summary is clear and reflects identified themes • Includes 1-2 long-term goals and 3 or more recommendations • Recommendations follow logically from analysis/ themes
Content & Focus	• Several required sections neglected • Sections are not clearly delineated • Analysis is superficial	• All required sections are addressed • Sections have clear headings • Adequate analysis	• All required sections are addressed • Sections are clear and organized as required • Evidence of thorough and critical analysis