

George Mason University
College of Education and Human Development
Counseling Program

EDCD 604.A01 – Assessment and Appraisal in Counseling
3 Credits, Summer A 2023
5/22/2023 – 6/24/2023

Tuesdays, Thursdays, and Saturdays 4:30 – 7:10 PM
Fairfax campus – Thompson Hall Room L003

Faculty

Name: Stephanie F. Dailey, EdD, LPC, NCC, ACS
Office Hours: Please email for an appointment
Office Location: Krug Hall Suite, 202 (Counseling Office)
Office Phone: 703-993-2087 (Counseling Office)
Email Address: sdailey@gmu.edu

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 (2-75% online) 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, 3rd 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 **self-select a learning cohort**. Learning Cohorts are groups of students who will work together for the entire course. 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

Weekly/Asynchronous Chapter Quizzes (300 points – 75 points each; see Course Schedule):

Students will complete open-book quizzes related to the course readings for that week (i.e., Week 1 Quiz includes Chapters 1-3). Each assignment is dependent upon reading the text and reviewing course materials (e.g., recorded lectures, videos, articles) assigned for that week. Quizzes will open on our asynchronous class meeting days – *mostly Saturdays with one exception on Tuesday 6/13* (offered to give you more time to prepare group presentations and the Quiz). ***If you miss the period when a quiz is open, you will not be able to make it up. See course schedule for quiz dates.***

Group Presentation (300; DUE: 6/16 [Part 1 on Blackboard / Part 2 in-class]): This is a two part assignment: **Part 1** is submitted on Blackboard on 6/16 and Part 2 will be presented in class (see course schedule dates). Learning Cohorts will identify a population (i.e., child, adolescent, adult, or geriatric) and an area of assessment related to the DSM-5-TR or social / emotional functioning that is of interest (i.e., self-esteem, anxiety, depression, impulse control, substance use, etc.). Students will select, administer, and interpret an assessment related to this diagnostic area and prepare a 15-20-minute presentation (Part 1) and role play (Part 2).

Part 1: You will prepare a brief, yet comprehensive, PowerPoint (or outline). The group presentation will cover, in no more than 5-8 minutes:

1. Population/Diagnostic Category
2. Assessment name, developer/author(s) with citation, and 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, types of validity, who the assessment was originally normed on)
 - 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)”.
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, etc. – If

- more than one administration method include all administration types),
c) how to score the test (including converting raw scores, if applicable), and

Part 2: You will then role play two phases of the assessment process:

Pre-Assessment: Reviewing the assessment purpose and instructions with the “client”, and

Post-Assessment: Interpreting the assessment results and identifying what this means for the client and treatment moving forward.

It is understood that your presentation will infuse research from scholarly resources (including at *least* two peer-reviewed articles) and/or test manuals about the assessment. One the Group Presentation Due Date (which is the same for ALL students no matter when you present) you must:

1. Have **one group member** upload the presentation on the DISCUSSION BOARD under *Group Presentations* by the due date (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 6/27): 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.

Participation & Attendance (100 points [50 points each]): Class participation (50 points/50%) and attendance (50 points/50%) 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 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.

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. It is not the professor’s responsibility to ask for documentation. 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 are to be submitted on the course Blackboard site or within Watermark (Career Assessment Review). 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 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>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
Intermediate (Practicum)	<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 *day we meet for class*. Students will come to class prepared, having completed all readings/assignments for the class. **Note:** A numbered asterisk (*) is an opportunity to demonstrate active participation in the class.

Module/ Class	Topic	Learning Objective	Readings / Assignments Due
Module 1			
Class 1: 5/23 <i>Class: in person</i>	History and Purpose of Assessment Methods/types of Assessment	Historical perspectives (LO1)	Class 1 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 1 (History) ○ <i>Consider:</i> Given the history of assessment, why do you believe it is still common practice? How will you reconcile the history of assessment with using assessment measures in your counseling practice? Intro^{1*}: Name/Program/Time in Program <ul style="list-style-type: none"> ○ Ideal Counseling Job & how do you think you will use assessment in practice? Syllabus Review: Learning Cohorts / Introduction to Assessment
Class 2: 5/25 <i>Class: in person</i>	Ethical considerations	Ethical and cultural issues (LO12)	Class 2 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 2 (Ethics) ○ ACA COE (Sec. E) <i>or</i> ASCA COE (A.9. & A.13.)
Class 3: 5/27 <i>Class: asych</i>	Assessment and the DSM	Assessments for diagnosis (LO9)	Class 3 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 3 (DSM) ○ <i>Review</i> DSM-5-TR Online Diagnostic Measures [link] ○ <i>Consider:</i> How you would use Level 1 versus Level 2 measures in practice? Quiz 1 (Blackboard): Chapters 1-3 Available: Thursday, 5/25 @ 7:30PM – Monday, 5/29 @ 11:59PM EST
Class 4: 5/30 <i>Class: in person</i>	Diagnostic and Structured Interviewing & Mental Status Exam		Class 4 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 4 (Report Writing) ○ <i>Consider:</i> What are the different components of an Assessment report? Why are these so important? Would you write up this report for every assessment? ○ <i>Review:</i> Sommers-Flanagan Overview of a Mental Status Exam [link] <ul style="list-style-type: none"> ○ Be prepared to conduct a MSE in class using the MSE template on blackboard – bring blank electronic/hard copy to class 6/1^{2*} ○ <i>Review:</i> DSM-5-TR Cultural Formulation Interview^{3*}: Be prepared to administer a brief version of the CFI to another student in class.

Module/ Class	Topic	Learning Objective	Readings / Assignments Due
Module 2			
Class 5: 6/1 <i>Class: in person</i>	Standardized & Non-standardized Assessment	Standardized/non-standardized, norm-/criterion-referenced, & group/ind. (LO2)	Class 5 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 5 (Test Worthiness) <ul style="list-style-type: none"> ○ <i>Select:</i> Two DSM-5-TR Online Diagnostic Measures of interest and bring a copy of both (electronic or hardcopy) to class (6/1)⁴ ○ <i>Consider:</i> Is the MSE a “worthy” test? Why or why not? ○ <i>Consider:</i> Are the DSM-5-TR online measures you brought to class norm or criterion referenced? Standardized or non-standardized? Why or why not?
Class 6: 6/3 <i>Class: asynch</i>	Summative & Formative Assess. Test Worthiness & Bias	Reliability and Validity (LO4)	Class 6 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 6 (Raw Scores) ● <i>Review:</i> Under the DSM-5-TR Online Diagnostic Measures [link], find an assessment that converts raw scores to a standard score. ● <i>Consider:</i> Using the information provided in Chapter 6 and the DSM-5-TR measure you found, identify how the raw score is converted to a standard score and WHY the raw score was not considered suitable for interpretation. Quiz 2 (Blackboard): Chapters 4-6 Available: Thursday, 6/1 @ 7:30PM – Monday, 6/5 @ 11:59PM EST
Class 7: 6/6 <i>Class: in person</i>	Interpreting Raw scores	Scales of measurement, central tendency, variability, distributions, & correlation (LO3)	Class 7 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 7 (Interpreting Scores) ○ <i>Select:</i> One scale development/scale validation article from the journal <i>Measurement and Evaluation in Counseling</i> and bring it to class (hard copy or electronic). Be able to discuss the psychometric properties (reliability and validity information for the assessment). See example on Blackboard.
Module 3			
Class 8: 6/8 <i>Class: in person</i>	Career & Occupational Assessments	Abilities, interests, values, personality and other factors for career dev. (LO5)	Class 8 Readings/Assign: <ul style="list-style-type: none"> ● Chapter 10 (Career) ● <i>Consider:</i> Based on the different career/aptitude/interest assessments presented in the chapter, identify two for your final Career project. <i>Plan to announce in class two career assessments you are considering using for the final Career Assessment Assignment 6/8^{5*}</i>

Module/ Class	Topic	Learning Objective	Readings / Assignments Due
Class 9: 6/10 <i>Class: asynch</i>	Achievement, Learning DisABILITY, Readiness	Academic/ educational (LO10) and P-12 education (LO11)	Class 9 Readings/Assign: <ul style="list-style-type: none"> • Chapter 8 (Education) • <i>Consider:</i> How do counselors use student educational assessment data in the educational setting? ^{6*} • <i>Hint:</i> This is an opportunity for you to practice critical thinking skills. First, you will need to understand educational assessments, then what educational assessment data is commonly used in schools, and THEN you can think through how it is used by counselors.
Class 10: 6/13 <i>Class: asynch</i>	Cognitive Ability Testing Intelligence Testing & Neuro- psychological Assessment	Diagnostic and intervention planning (LO8) Diagnosis of developmental, behavioral, and MH (LO9)	Class 10 Readings/Assign: <ul style="list-style-type: none"> • Chapter 9 (Cognitive) Quiz 3 (Blackboard): Chapters 7-10 Available: Thursday, 6/8 @ 7:30PM – Tuesday, 6/13 @ 11:59PM EST **This asynch class AND extra day for Quiz 3 is to give you extra time to work on your group presentations on 6/10. Use it wisely.**
Module 4			
Class 11: 6/15 <i>Class: in person</i>	Objective & Subjective Personality Testing		Class 11 Readings/Assign: <ul style="list-style-type: none"> • Chapter 11 (Clinical) • Like Me/Not Like Me^{7*}: Complete and bring results from 16personalities 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!). Group Presentation Due (for everyone) in Blackboard In Class: Group Presentations
Class 12: 6/17 <i>Class: asynch</i>	Commonly Used Clinical Assessments	Diagnosis of developmental, behavioral, and MH (LO9) and intervention planning (LO8)	Class 12 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 11 (Clinical)

Module/ Class	Topic	Learning Objective	Readings / Assignments Due
Class 13: 6/20 <i>Class: in person</i>	Using Informal Assessments Suicide & Risk Assessment	Assessment tools and techniques for CMHC (LO6)	Class 13 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 12 (Informal Assess.) ○ Suicide Assessment & Feedback Session^{8*}: Administer suicide risk assessments / role play - Bring a copy of a suicide/risk ass. to class on 6/17 In Class: Group Presentations
Class 14: 6/22 <i>Class: in person</i>	Using Informal Assessments	Environmental assessments, systematic behavioral observations, symptom checklists, personality and psychological testing (PO11)	Class 14 Readings/Assign: <ul style="list-style-type: none"> ○ Chapter 12 (Informal Assess.) ○ <i>Consider</i>: How do counselors use informal assessment in counseling settings? What would YOU use (bring a copy to class)?^{9*} In Class: Group Presentations <ul style="list-style-type: none"> ○ <i>Consider</i>: How much have you contributed to being an active learner/contributor for other group presentations? Have you asked questions or added to the discussion regarding how this assessment is used in practice?^{10*}
Class 15: 6/24 <i>Class: asynch</i>	Wrapping Up		Career Assessment Due 6/27 Quiz 4 (Blackboard): Chapters 11-12 Available: Thursday, 6/22 @ 7:30PM – Monday, 6/26 @ 11:59PM EST

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 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.

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
1. Assessment description and composition 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.
2. Psychometric properties of assessment 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.
3. Assessment administration and scoring protocols 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>4. Administration and interpretation in career planning and decision making 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>5. Areas of concerns, ethical, multicultural, and social justice considerations 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>6. Discussion of clinical utility 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