Course Syllabus
Appraisal for Counselors
COUN F630

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call-In:

Video:

Course Description: Appraisal is designed to provide the student with a base knowledge regarding the kinds of assessment information helping professionals collect and to the role of the counselor in the assessment process. The purpose of this course is to provide students with a working knowledge of psychometric concepts (i.e., reliability, validity, norm and criterion referenced evaluation, etc.), the principles of good test construction and evaluation, appraisal techniques, instrumentation, implementation and application. It is designed to familiarize students with the general classes of psychological measuring devices and their characteristics, it is not a course designed to teach the student how to administer testing instruments.
Prerequisites: Theories (COUN 623); admittance to the Counseling Program; AND permission of instructor

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (*f.7.a*)
2. Methods of effectively preparing for and conducting initial assessment meetings (*f.7.b*)
3. Use of assessments for diagnostic and intervention planning purposes (*f.7.e*)
4. Basic concepts of standardized and nonstandardized testing, norm-references and criterion-referenced assessments, and group and individual assessments (*f.7.f*)

5. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes, and types of distribution, and correlations *(f.7.g*)
6. Reliability and validity in the use of assessments (*f.7.h*)
7. Use of assessments relevant to academic/educational, career, personal, and social development (*f.7.i*)
8. Use of environmental assessments and systematic behavioral observations (*f.7.j*)
9. Use of symptom checklists, personality, and psychological testing (*f.7.k*)
10. Use of assessment results to diagnose developmental, behavioral, and mental disorders (*f.7.l*)
11. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (*f.7.m*)
12. Psychological tests and assessments specific to clinical mental health counseling (CMHC *c.1.e*)
13. Assessments specific to P-12 education (SC *g.1.e*)

Required Texts:

Hays, D.G. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th Ed.). Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-318-3

Thorndike, R.M., & Thorndike, T. M. (2010). *Measurement and evaluation in psychology and education* (8th Ed.). Upper Saddle River, NJ: Allyn & Bacon. ISBN-10: 0132403978 / ISBN-13: 9780132403979

Recommended Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.

Required Readings:

Association for the Assessment in Counseling. (2003). *Responsibilities of users of standardized tests (RUST)* (3rd ed.). Alexandria, VA: Author. Retrieved from: http://aac.ncat.edu/Resources/documents/RUST2003%20v11%20Final.pdf

Borsboom, D. (2012). Whose consensus is it anyway? Scientific versus legalistic conceptions of validity. *Measurement*, *10*, 38-41. doi:10.1080/15366367.2012.681971

Duckworth, A. L., Quinn, P. D., Lynam, D. R., Loeber, R., & Stouthamer-Loeber, M. (2011). Role of test motivation in intelligence testing. *PNAS Proceedings Of The National Academy Of Sciences Of The United States Of America*, *108*(19), 7716-7720. doi:10.1073/pnas.1018601108

Forbey, J. D., & Lee, T. C. (2011). An exploration of the impact of invalid MMPI-2 protocols on collateral self-report measure scores. *Journal Of Personality Assessment*, *93*(6), 556-565. doi:10.1080/00223891.2011.608757

Naugle, K. A. (2009). Counseling and testing: What counselors need to know about state

laws on assessment and testing. *Measurement And Evaluation In Counseling And Development*, *42*(1), 31-45. doi:10.1177/0748175609333561

Rudy, H.L., & Levinson, E. M. (2008). Best practices in the multidisciplinary assessment of emotional disturbances: A primer for counselors. *Journal of Counseling, 86(*4), 494-504.

Recommended Web Sites:

American Counseling Association (ACA): http://www.counseling.org/
American Psychological Association – Codes of Fair Testing Practices in Education: http://www.apa.org/science/programs/testing/fair-code.aspx
American Psychological Association – FAQ: Finding Information about Psychological Tests: http://www.apa.org/science/programs/testing/find-tests.aspx
American Psychological Association – Rights and Responsibilities of Test Takers: Guidelines and Expectations: http://www.apa.org/science/programs/testing/rights.aspx
Association for Assessment in Counseling: http://aac.ncat.edu/
ASVAB Career Exploration Program: http://www.asvabprogram.com/index.cfm?fuseaction=edu.main
Barsch Learning Style Inventory: http://valenciacollege.edu/east/academicsuccess/spa/BarschLearningStyles.cfm
Buros Center for Testing: http://buros.org/
Buros Center for Testing Educational Resources: http://buros.org/educational-resources
Ericae.net - Educational Resources Information Center clearinghouse for assessment, evaluation and research information: http://ericae.net/
Michigan Alcohol Screening Test (MAST), Revised: http://counsellingresource.com/quizzes/drug-testing/alcohol-mast/
Substance Abuse Subtle Screening Inventory (SASSI) Institute: https://www.sassi.com/

Instructional Methods/Delivery Format:

Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Class time will be spent in lecture/discussion of the course readings and how they might apply to the counseling setting – this is sometimes led by the instructor and sometimes by the students. Appraisal instruments will be viewed and discussed, and when appropriate may administered, taken, scored and/or evaluated by students to further participant knowledge base.

Course Evaluation:

Students will be evaluated based on eight major criteria: class participation, instrument search, interview paper, MBTI assessment reflection, mid-term, group presentation, measurement paper, and a final exam. All assignments need to be turned in via the Assignments link on blackboard. All papers need to be word-processed, double-spaced, and include a list of references where applicable. Unless stated otherwise, papers must be written in third person and use APA 6th edition style. Students are encouraged to use the Writing Center for assistance. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well-constructed papers tend to receive higher marks, poorly written papers will receive lower grades (see rubric guidelines).

1. **Class participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings and assignments, blackboard discussion posts (see rubric below), and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. If you need to have your phone on during class, please put it on the vibrate setting. Late assignments will not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction* – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class. Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback. Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. **All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (30 points)

Blackboard Reflections: Reflections on readings assigned will be due on the listed due dates. The three (3) assigned posts will need to be at least two-three paragraphs in length and posted on blackboard. Critical reflection and thought on material and in class discussions is required. Each person is required to respond to two other posts with a thoughtful critical thinking response of at least one paragraph, by the next class session.

5 points – Discussion board responses:	**0 points –** Discussion board responses:
Are made in time for others to read and respond	May not be made in time for others to read and respond
Deliver information that is full of thought, insight, and analysis	Are rudimentary and superficial; there is little evidence of insight or analysis
Make connections to previous or current content or to real-life situations	Contribute few ideas, connections, or applications
Contain rich and fully developed ideas,	May be off topic

connections, or applications	

2. **Instrument Search:** Think of a topic that may come up when counseling a client (i.e., self-esteem, anxiety, alcohol use, career interests). Research the topic to find 3 appropriate measurement devices that could be used to help assess this issue. Be sure to explore several options when looking up information regarding this measurement tool (i.e., Buros Mental Measurements, journals, testing publishers, etc.) – you must look at a minimum of three different resources. Write a paper briefly describing the 3 instruments and discussing the process of locating the assessment tools. The focus of the paper should be on the process of finding the measurement tools rather than describing the tools themselves. The paper is to be approximately 3 pages in length. (20 points)

3. **Mid-Term Exam:** The mid-term will cover material from the assigned readings, lecture material, class discussions, and information gained from speakers or videos presented in the first half of the course. The examination will be in the short-answer essay, take-home format. Students may use any materials at their disposal (texts, internet, notes, etc.), but may not talk to any other individual (including your classmates) about the exam. If you have questions or concerns they are to be directed to the instructor of the course. (50 points)

4. **Interview Paper:** Interview two helping professionals that work in different contexts (i.e., school, community, private practice) regarding their use of assessments – these do not need to be formal assessment tools, but can be daily procedures used to assess client progress. For example, what types of assessment procedures do they implement, what assessments do they come in contact with most often, which do they administer themselves, which do they recommend for various issues, what concerns/issues arise most often in regards to assessment, how do they manage cultural concerns, etc. Write a brief overview regarding the interviews and include a discussion that compares and contrasts their use of assessment tools. The paper is to be approximately 6-7 pages in length. (40 points)

5. **MBTI Reflection:** All students need to take the MBTI through the UAF Advising Center (see instructions on Blackboard). Write up a response regarding your assessment process – i.e., how did it feel to take the assessment, how might you interpret the results, how might taking the assessment on yourself help you to interpret scores for clients, how might you utilize these assessments in your work as a counselors? For this assignment you cannot use results from a past assessment experience (unless it was taken in the UAF Career Counseling course) - it must be utilizing the assessment offered through UAF Advising services. The paper is to be approximately 3-5 pages in length. (30 points)

6. **Presentation:** In small groups (minimum of 2 and maximum of 3), choose an educational or psychological measuring device to present to the class. Thoroughly describe the instrument including aspects such as: intended purpose, population to which it is best suited, particular cross-cultural issues, ease of administration, cost, and ease of scoring and interpretation. Based on a review of the literature, discuss the instrument's psychometric

qualities including frames of reference, and measurements of reliability and validity. Be sure to discuss both the positive aspects and potential pitfalls of the instrument. Although it would be beneficial to have actual test items to share, due to the nature of testing this may not be possible. Present your findings to the class in a 45-minute to 1-hour presentation – use of visuals and class involvement is highly recommended. (50 points)

7. **Measurement Paper:** A review and comparison of two assessment instruments intended to be measures of the same general traits. Students are to describe a situation that a practitioner might face in practice where one would have to use an educational or psychological measuring device. Identify two appropriate instruments and research the literature to evaluate the instruments (one may be the one presented to the class). The instruments should be compared on the basis of their psychometric qualities and appropriateness to your intended purpose. Following the comparison, select one of the instruments as the one you would use and justify your choice by reference to the information you presented. The paper will be evaluated on the basis of the quality of the review of the literature relating to each instrument and the soundness of the reasons for your decision. The content of the paper is to be approximately 10-15 pages in length not including references. (100 points)

8. **Final Exam:** The final will be a comprehensive examination and may be partially take-home and partially timed. The exam may cover the assigned readings, lecture material, class discussions, and information gained from speakers, videos, and class presentations. If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam. Students may use any materials at their disposal (texts, internet, notes, etc.), but may not talk to any other individual (including your classmates) about the exam. If you have questions or concerns they are to be directed to the instructor of the course. (80 points

Grading: Your course grade will be determined on a point system as follows:

Class Participation	30 points
Instrument Search	20 points
Mid-Term Exam	50 points
Interview Paper	40 points
MBTI Reflection	30 points
Presentation	50 points
Measurement Paper	100 points
Final Exam	80 points
Total	400 points

Grading Scale

372 points and up (93%)	A
360 points to 371 (90-92%)	A-
348 points to 359 (87-89%)	B+
336 points to 347 (84-86%)	B

320 points to 335 (80-83%)	B-
308 points to 319 (77-79%)	C+
296 points to 307 (74-76%)	C
280 points to 295 (70-73%)	C-
268 points to 279 (67-69%)	D+
256 points to 267 (64-66%)	D
240 points to 255 (60-72%)	D-
Less than 240 points	F

Course Policies
Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Incomplete Grades: An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the isntructor regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of $12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and

language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
	Course Overview Introductions Fundamental Issues in Measurement – History, Steps in the Measurement Process, Current Issues Use of Assessment	Syllabus Thorndike Chapter 1; Hays Chapter 1		*f.7.a, f.7.i*
	Measurement & Numbers – Measures of Central Tendency, Variability, Standard Deviation; Understanding and Transforming Numbers	Thorndike Chapter 2; Hays Chapter 6	**Blackboard Post #1**	*f.7.f, f.7.g*
	Giving Meaning to Scores; - Criterion and Norm Referenced Evaluation; The Assessment Process	Thorndike Chapter 3; Hays Chapter 2		*f.7.e, f.7.g*
	Practical Issues Related to Testing; Principles of Test Development; Ethical, Legal, and Professional Considerations	Thorndike Chapter 6 and 9; Hays Chapter 3; AAC RUST statement; Naugle (2009)		*f.7.m*
	Measurement Concepts, Reliability and Validity	Thorndike Chapter 4 and 5; Hays Chapter 5; Boorsboom (2012)	**Instrument Search**	*f.7.g*
	Assessment & Educational Decision Making; Performance and Product Evaluation – Checklists, Rating Scales, Systematic	Thorndike Chapter 7 and 10; Rudy (2008)	**Blackboard Post #2**	*f.7.e, f.7.i,* SC *g.1.e*

	Observation			
	Initial Assessment and Communication of Results	Hayes Chapter 7 and 15	**Mid-term Exam Due**	*f.7.b, f.7.e*
	Attitudes and Rating Scales; Substance Abuse & Mental Health	Thorndike Chapter 11; Hays Chapter 8	**Interview Papers**	*f.7.j, f.7.k, f.7.k*
	Interests; Career & Life-Planning	Hays Chapter 11 and 12	**Blackboard Post #3**	*f.7.i*
	Interpersonal Relationships	Hays Chapter 14	**Presentations; MBTI Reflections**	*f.7.k,* CMHC *c.1.e*
	Aptitude Tests; Academic Aptitude	Thorndike Chapter 12; Hays Chapter 10	**Presentations**	*f.7.i, f.7.l,* SC *g.1.e*
	Standardized Achievement Tests; Intelligence	Thorndike Chapter 13; Hays Chapter 9; Duckworth (2011)	**Presentations**	*f.7.i*
	Interests, Personality, & Adjustment;	Thorndike Chapter 14; Hays Chapter 13; Forbey (2011)	**Presentations; Measurement Paper**	*f.7.k,* CMHC *c.1.e*
	Assessing Special Populations; Psychometric, Legal, and Ethical Issues; Multicultural Considerations	Thorndike Chapter 8; Hays Chapter 4	**FINAL EXAM DUE**	*f.7.l, f.7.m*

Evaluation Component	CACREP 2016 Standard Assessed
Blackboard Posts	*f.7.a, f.7.b*
Instrument Search	*f.7.e, f.7.m*
Midterm	*f.7.f, f.7.g, f.7.h, f.7.m*
Interview Paper	*f.7.i, f.7.j, f.7.k*
Instrument Presentation	*f.7.e, f.7.i, f.7.m,* CMHC *c.1.e,* SC

	g.1.e
MBTI Reflection	*f.7.i*, CMHC *c.1.e*,
Measurement Paper	*f.7.e*, *f.7.f*, *f.7.h*, *f.7.i*, *f.7.m*, CMHC *c.1.e*, SC *g.1.e*
Final Exam	*f.7.i*, *f.7.j*, *f.7.k*, CMHC *c.1.e*, SC *g.1.e*

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
COUNSELING SESSIONS	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentation

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
COLLABORATION	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.