Social Justice Teachings

*Subsidiarity*: Integrated in each course in the Counselor Education program is a sense of *community*. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

*Dignity and rights of children*: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

*People have a right to an education*: Equality is a major theme integrated in the Counselor Education program. In each course *equality* is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Course Content

COUN 5367 Appraisal Techniques includes but is not limited to the study of the principles, concepts, and procedures of systematic appraisal and assessment of an individual’s attitudes, aptitudes, interests, and personal characteristics. Students study standardized testing, measurement, and types and uses of assessment instruments. This course involves the investigation of the principles of test administration and the skills for interpreting test scores. This course introduces students to the computer-assisted administration of assessment instruments.

COUN 5367 Appraisal Techniques introduces students to the place assessments have in assessment and diagnosis. This course introduces students to the principles of test design and the process of test development. Students become knowledgeable of the issues of validity and reliability when choosing and interpreting assessment instruments. Students
learn the principles of test analysis and a variety of analytic procedures. Students learn issues around test bias and the ethics of choosing appropriate assessment instruments. Students consider the ethical and legal issues regarding the use of evaluative instruments for students whose first language is not English. Students become familiar with the descriptive and inferential statistics needed to understand studies in test design, evaluation, and publication.

**Required Text**


**Required Format for All Academic Papers**


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**State Adopted Proficiencies for School Counselors**

*Standard I Learner-Centered Knowledge:* The certified school counselor has a broad knowledge base.

*Standard II Learner-Centered Skills:* The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**TExES School Counselor Competencies**

*Competency 001* (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

*Competency 002* (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

*Competency 003* (Factors Affecting Students): The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

*Competency 007* (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.
**Competency 008** (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 010** (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Course Objectives & Student Learning Outcomes**

This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:

1.1 Summarize the history of assessment.
1.2 State critical incidents in the origin and evolution of assessment.
1.3 Discuss uses of assessment in schools, colleges, universities, and community mental health settings.

2.1 Understand measures and characteristics of central tendency, such as normal curve and normal distribution, frequency distribution, skewness and kurtosis, mean, median, and mode.
2.2 Understand measures of variability, such as standard deviation and range.
2.3 Understand derived scores such as grade equivalent scores, percentile rank, and standard scores.
2.4 Understand various types of tables and graphs.
2.5 Understand measures of linear and nonlinear relationship or correlation.
2.6 Understand concepts related to validity including content validity, criterion-related validity, construct validity, convergent validity, discriminant validity, incremental validity, face validity, and interpretive validity.
2.7 Understand concepts related to reliability including test-retest reliability, alternate forms reliability, split-half reliability, and internal consistency reliability.
2.8 Understand basic concepts of assessment and testing related to:
   2.8a normative-referenced assessment (instruments that compare a single test taker’s score to that of a large group of test takers);
   2.8b criterion-referenced assessment (instruments that compare a single test taker’s score to a specified domain such as knowledge or skill);
   2.8c performance assessment;
   2.8d environmental and person-environment interaction assessment;
   2.8e behavioral observations; and
   2.8f group versus individual assessment methods.

3.1 Have a working knowledge of assessment instruments related to:
   3.1a career planning and decision making (interests, career, work values, and maturity);
   3.1b intelligence, aptitude, and achievement;
   3.1c personality, emotional disturbance, stress, and wellness;
3.1 d screening for concerns related to harm to self or others, addiction, or co-occurring conditions, and 
3.1e needs assessments.
3.2 Demonstrate a working knowledge of assessments most often used within one’s work setting.
3.3 Demonstrate a working knowledge of assessments most often used within one’s populations of interest (children, adolescents, adults, people with mental illness or addictions, counseling students, family systems.)
3.4 Utilize information regarding an instrument’s purpose, reliability, and validity to inform selection.

4.1 Consider the construct to be measured and the test taker’s emotional, physical, and mental capacities and well-being when selecting assessment methods.
4.2 Provide orientation for the test taker being assessed prior to and following the administration of the assessment instrument.
4.3 Avoid administrative error by administering assessments under designated standardized conditions.
4.4 Interpret assessment results with the test taker being assessed with attention to use of appropriate ranges and avoidance of stereotypical labels and overgeneralizations.
4.5 Interpret possible effects of repeated administrations or changes in the test taker on assessment results.
4.6 Interpret possible effects of content error (instrument items do not comprehensively represent the characteristic being assessed) on assessment results.
4.7 Interpret possible effects of situation error (environment or conditions during administration) on assessment results.
4.8 Apply appropriate norms to the interpretation of scores including:
   4.8a age-relevant comparisons;
   4.8b gender-relevant comparisons;
   4.8c socioeconomic relevant comparisons; and
   4.8d recognition of the dangers of generalizing to populations not included in the established norm groups.
4.9 Consider the influence of culture-specific values and test taker characteristics on the assessment process with particular attention to age, gender, sexual orientation, race, ethnicity, socioeconomic status, educational experience, language, dis/ability, and spirituality.
4.10 Discuss the limitations of the assessment device being utilized.

5.1 Utilize clear strategies for selecting, administering, and interpreting assessment and evaluation instruments.
5.2 Incorporate non-test data into the assessment process, including existing records, biographies/histories, observations, structured interviews, rating scales, and information gathered from family members, teachers, physicians, or referral agencies.
5.3 Incorporate a variety of meaningful data into the overall conceptualization of the test taker that is both non-theory and theory specific, including but not limited to:
   5.3a demographic data (chronological and developmental age, gender, ethnicity, relationship status, educational achievement, living conditions, and appearance);
5.3b interpersonal dynamics and attitudes;
5.3c environmental stressors and supports; and
5.4d level of intellectual, cognitive, behavioral, and emotional functioning.

6.1 Maintain current knowledge regarding instruments that are appropriate for:
   6.1a the characteristics of the client, system, or population being assessed;
   6.1b the construct being evaluated;
   6.1c the purpose of the evaluation (needs assessment, program evaluation,
       diagnosis, screening), and
   6.1d variations in language facility, cultural differences, educational level,
       experiential background, motivation, physical capacity, and speed capacity for
       completing the assignment including the cultural attitude placed on speed of
       response.
6.2 Utilize assessment instruments that have documented evidence of reliability and
   validity based upon the most up-to-date technical information regarding that instrument.
6.3 Provide an appropriate assessment environment (comfortable room temperature,
   optimal lighting, adequate seating, and minimal distractions).
6.4 Utilize appropriately trained personnel for test administration, scoring, and
   interpretation.

7.1 Follow standardized procedures for test administration, scoring and interpretation.
7.2 Prepare charts, tables, graphs, or profiles displaying assessment data.
7.3 Organize assessment data from several sources into a meaningful format.
7.4 Write an assessment report that is useful to persons concerned with the growth and
   development of the test taker.
7.5 Consider cultural, racial, ethnic, and other individual differences that may impact the
   evaluation process.
7.6 Conduct data interpretation interviews with relevant persons (test takers, parents,
   guardians, teachers, administrators or agency personnel).
7.7 Conduct group sessions in which test takers process results of assessment devices or
   techniques.

9.1 Follow relevant legal and ethical codes and practices pertaining to assessment and
   evaluation including:
   9.1a Section E: Evaluation, Assessment, and Interpretation in the ACA Code of
       Ethics (2005)
   9.1c legal and ethical codes and practices specific to the State in which
       professional practices.
9.2 Follow professional practice guidelines related to assessment and evaluation
   including:
   9.2a Association for Assessment in Counseling and Education’s Responsibilities
   9.2b Joint Committee on Testing Procedures (JCTP) Code of Fair Testing
       Practices in Education (2004); and
   9.2d other professionally recognized published information and standards
       regarding tests and assessment.
9.3 Recognize the limits of professional competence and perform only those functions that are commensurate with professional training, credentials, and available supervision.
9.4 Maintain updated records and assessment forms.
9.5 Maintain the appropriate confidentiality of assessment and diagnosis results.
9.6 Refer to professional journals and publications to stay current regarding findings relevant to assessment.

10.1 Stay current with technological advances in electronic or computerized assessment and diagnosis applications, including but not limited to:
   10.1a online, interactive computer-assisted assessments and diagnostic evaluations;
   10.1b independent, computer-assisted software for administration, scoring, and interpretation of assessments and diagnostic evaluations; and
   10.1c wireless, computer, and personal, digital assistant (PDA) applications for administration, scoring, and interpretation of assessments and diagnostic data.
10.2 Examine the time and cost-effectiveness of computerized administration, scoring, and interpretation software programs.
10.3 Examine the accuracy of computer scoring programs for assessment and diagnosis.
10.4 Determine the validity of pre-programmed interpretations in regard to the test taker being evaluated.
10.5 Review computer-generated interpretations of assessment profiles and diagnostic criteria.
10.6 Determine the limitations to maintaining the confidentiality of computer-assisted assessment and diagnostic data; take the necessary precautions to protect the rights and welfare of the client.

Class Policies

1. Students are expected to attend all class and to be on time.
2. Students are expected to be courteous by turning off cell phones and/or other electronic devices during class.
3. Students are expected to notify the professor if an unavoidable absence is required and he/she should consult with small group members about class notes, handouts, and/or exercises.
4. Students are expected to consult Blackboard including other resources to prepare assignments ahead of time to avoid a late penalty. All late assignments will receive a ten-percent late penalty.
5. Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.
Disabilities Accommodations

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Emergency Contingency Plan

In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online using Blackboard tools.

Instructional Methods and Activities

Methods and activities for instruction include:

1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
3. Field Experiences (use of community resources)

Teaching Strategies: The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.
Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

*Attendance/Participation/Professionalism (10 points)*

Since this course is an applied course and students will be practicing in class, promptness and class attendance is mandatory. Your absence prevents your full participation in the learning process even if you do your best to find out what was presented in a class you missed. Students are expected to participate in in-class activities including enactment and analysis of presentation sessions. Each student is responsible for being familiar with all information presented in the syllabus, the text, and all class meetings.

The final participation grade will include attendance records, student participation, and professionalism. *Missing more than two scheduled sessions will result in a failure of this class- this is a 5 week course.*

Regardless of attendance, students are responsible for all material presented in a class and meeting on the scheduled due dates for class assignments. Finally, students should read the assigned readings prior to the class meetings and be prepared to discuss the materials, except for the first class session.

*Response Papers (40 points total; 20 points each)*

Response papers are graded across three equal components: content, structure, style (5 points each). Content refers to the inclusion of the assigned material. Structure refers to the organization and clarity of the paper. Style refers to adherence to APA style and mechanics. Response papers should be two to three pages, 12 point font, Times New Roman, double spaced, 1” margins, and include a separate title page and reference page (title page and reference page are not part of the page count).

**Response Paper 1 (20 points)**

In addition to your text, read the following articles:


Write a 2-3 page paper responding to the importance of assessment in the counseling profession. Be sure to cite resources to support your assertions. Then consider how you
might use assessment procedures in your profession. For the latter section, you may write in the first person.

Response Paper 1 Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates the philosophical underpinnings of assessment (7 points)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student identifies the role of assessment as an integral component of counseling and provides examples (7 points)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (6 points)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Response Paper 2 (20 points)

In addition to your text, read the following articles:

Association for Assessment in Counseling (2003). Responsibilities for Users of Tests

Write a 2-3 page paper responding to ethic and responsibilities of counselors with respect to assessment. Be sure to cite resources to support your assertions. Incorporate issues of diversity into your discussion. Pay particular attention to Section E pp. 11-12 in the ACA Code of Ethics. Then, write a self-assessment related to your strengths and limitations to the above material. For the latter section, you may write in the first person.

Response Paper 2 Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
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<tbody>
<tr>
<td>Student addresses various issues of diversity (e.g., gender, sexual orientation, age, ethnicity, language, disability, culture, spirituality, etc.) as they pertain to assessment in counseling (7 points)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Student addresses the ethical and legal requirements related to issues of performing assessment in counseling (7 points) | 4 | 3 | 2 | 1

APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (6 points) | 4 | 3 | 2 | 1

**Research Presentation (30 points)**

Assigned First Day of Course

Students will lead a 20 minute presentation/discussion on an assessment instrument chosen from the text. Facilitating conversation among class members is required. PowerPoint, visuals, activities, or other technology such as Youtube is recommended. Instruments and presentation schedules will be assigned during the first class.

The following information is required to be included in your presentation:

- Name of Instrument
- Publisher of Instrument
- Level of Preparation Required to Use Instrument
- Category of Instrument
- History and Most Current Edition of Instrument
- Standardized or Non-Standardized Instrument Information
- Scoring Procedures
- Validity Information
- Reliability Information
- Populations for Whom This Instrument Is Appropriate
- Populations for Whom This Instrument Is Not Appropriate

**Final Examination (20 points)**

The final exam will be a take-home, comprehensive exam distributed the last evening of the course. Your final exam is due electronically June 30, 2016 by midnight.

**NOTE:** All written assignments must reflect the quality of content, writing skills, creativity, and clarity commensurate with graduate level study. Grammar, spelling, and neatness will be considered as part of the criteria for grades. In addition, all assignments are to be submitted/completed on the date scheduled. Failure to do so will result in a grade deduction of 10 points for each day the assignment is late.
Methods of Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Possible Earned Points</th>
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<tbody>
<tr>
<td>Attendance/Participation/Professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Response Papers</td>
<td></td>
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<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
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<tr>
<td>Research Presentation</td>
<td>30</td>
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<tr>
<td>Final Examination</td>
<td>20</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>95-100</td>
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<td>90-94</td>
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<td>72-76</td>
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<tr>
<td>70-71</td>
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<tr>
<td>&lt;70</td>
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Tentative Course Schedule and Assignments

Compressed Track- 5 Week Format

<table>
<thead>
<tr>
<th>Session</th>
<th>Instructional Focus</th>
</tr>
</thead>
</table>
| 1       | **Introductory**  
Chapter 1. Basic Assessment Concepts  
Chapter 2. Historical Foundations & Perspectives of Assessment  
Chapter 3. Legal, Ethical, & Diverse Foundations & Perspectives in Assessment  
*Select Assessment to Research- Sign Up*

| Online  | **Chapter 4. How Tests are Constructed**  
Chapter 5. Selecting, Administering, Scoring, and Interpreting Tests  
*Post reflection within the discussion board posting by June 20, 2016.*
| 2 | Chapter 6. Reliability  
Chapter 7. Validity  

**Response Paper 1 Due**  

**Assessment Presentation**  
Minnesota Multiphasic Personality Inventory (MMPI)  
Armed Services Vocational Aptitude Battery (ASVAB)  
Stanford-Binet Intelligence Scale (S-B) |
|---|---|
| 3 | Chapter 9. Personality Assessment  
Chapter 10. Behavioral Assessment  
Chapter 11. Assessment of Intelligence  

**Assessment Presentation**  
Wechsler Intelligence Scale for Children (WISC)  
Kaufman Assessment Battery for Children (K-ABC)  
Beck Depression Inventory (BDI) |
| 4 | Chapter 12. Assessment of Other Aptitudes  
Chapter 13. Assessment of Achievement  
Chapter 14. Assessment of Career Counseling  

**Response Paper 2 Due**  

**Assessment Presentation**  
Otis-Lennon School Ability Test (OLSAT)  
Wide Range Achievement Test (WRAT)  
Woodcock-Johnson Psycho-Educational Battery (WI) |
| Final Exam | No Class  
Due Electronically to the Professor by Midnight on June 30, 2016  
saflores@stthom.edu |

**Course Bibliography**


