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
5.4 d 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 of Users of Standardized Tests (2003)

   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.

Incompletes
Incompletes are decided at the discretion of the professor for reasons that are serious. Please communicate with the professor.

Integrity
Integrity is the most important quality for success in this course and in the Counselor Education Program at the University of St. Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the American Counseling Association (2014). Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession.

ADA Statement on Disabilities
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.

Professional Standards of Behavior for Students and Faculty
- Use of UST Email Accounts: All email correspondence will be through the mystthom
  email system. Please check your email through your mystthom account daily
  for correspondence and announcements.
- Late Assignments: It is the instructor’s policy that late assignments will not be
  accepted. Exceptions to this policy are only allowed due to individual
  extenuating circumstances and will be at the discretion of the instructor to
  accept a late assignment and to make appropriate point deductions for
  lateness.

Emergency Contingency Plan

As this is an online course, in the event of a campus evacuation or closure our course
is not affected unless otherwise described. 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.

Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

Attendance/Participation/Professionalism (10 points)

The student is expected to participate in the course by completing all readings and
assignments by the due date indicated in the schedule below. Discussion board
assignments are expected to have been completed as indicated in this syllabus and
delivered by the student using electronic means via blackboard. Please note
professionalism, use your professional experiences as appropriately applicable to the
discussion topic in addition to the text reading and supplemental readings provided within
each learning module.

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>
</tr>
</tbody>
</table>

**Response Paper 2 (20 points)**

In addition to your text, read the following articles:


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>
</thead>
<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>
<tr>
<td>Student addresses the ethical and legal requirements related to issues of performing assessment in counseling (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>
</tr>
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</table>

**Research Presentation (30 points)**

* Select your instrument the first week of the course (May 31st - June 3rd) by posting your selection within the respective discussion board thread. Please note your colleagues’ selections as you will not be permitted to duplicate assessments.

The student will lead a 10 minute presentation/discussion on an assessment instrument chosen from the text. **Please communicate the assessment chosen during the first week of the course (see above instructions).** Virtually describing your selected assessment is required; this includes audio and video production. Power point, visuals, activities, or other technology such as Youtube is recommended. The student must include at least 6 scholarly references within their presentation, cited with their presentation in APA format. At least one of the 6 references may be the course text. Presentation is due via the assigned blackboard discussion thread.

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 **July 1, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Response Papers 1</td>
<td>20</td>
</tr>
<tr>
<td>Response Papers 2</td>
<td>20</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading Scale**

<p>| 95-100 | A |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Due: June 3, 2016</td>
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<tr>
<td></td>
<td>Syllabus- Please Review Accordingly</td>
</tr>
<tr>
<td></td>
<td>Chapter 1. Basic Assessment Concepts</td>
</tr>
<tr>
<td></td>
<td>Chapter 2. Historical Foundations &amp; Perspectives of Assessment</td>
</tr>
<tr>
<td></td>
<td>Chapter 3. Legal, Ethical, &amp; Diverse Foundations &amp; Perspectives in Assessment</td>
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<tr>
<td></td>
<td>Select Assessment to Research- Post via Discussion Board</td>
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<td></td>
<td>Discussion Board- Chapters 1-3</td>
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<td>2</td>
<td>Due: June 10, 2016</td>
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<tr>
<td></td>
<td>Chapter 4. How Tests are Constructed</td>
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<tr>
<td></td>
<td>Chapter 5. Selecting, Administering, Scoring, and Interpreting Tests</td>
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<tr>
<td></td>
<td>Response Paper 1 Due</td>
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<td></td>
<td>Discussion Board- Chapters 4 &amp; 5</td>
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<td>3</td>
<td>Due: June 17, 2016</td>
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<td></td>
<td>Chapter 6. Reliability</td>
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<td>Chapter 7. Validity</td>
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<td></td>
<td>Response Paper 2 Due</td>
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<tr>
<td></td>
<td>Discussion Board- Chapters 6 &amp; 7</td>
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Tentative Course Schedule and Assignments
Compressed Track- 5 Week Format

<table>
<thead>
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<tbody>
<tr>
<td>90-94</td>
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<td>87-89</td>
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<tr>
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<td>&lt;70</td>
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<td>Chapter 9. Personality Assessment</td>
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<td>Chapter 10. Behavioral Assessment</td>
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<td>Chapter 11. Assessment of Intelligence</td>
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<tr>
<td><strong>Assessment Presentations Due</strong></td>
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<td><strong>Discussion Board- Chapters 9-11</strong></td>
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<table>
<thead>
<tr>
<th>5</th>
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<tbody>
<tr>
<td>Chapter 12. Assessment of Other Aptitudes</td>
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<tr>
<td>Chapter 13. Assessment of Achievement</td>
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<tr>
<td>Chapter 14. Assessment of Career Counseling</td>
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<tr>
<td><strong>Discussion Board- Chapters 12-14</strong></td>
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<td><strong>Final Exam:</strong> Due Electronically to the Professor by Midnight on July 1, 2016</td>
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<tr>
<td><a href="mailto:saflores@stthom.edu">saflores@stthom.edu</a></td>
<td></td>
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</table>

**Course Bibliography**


