

## **HDC6110 – APPRAISAL AND ASSESSMENT (School Counselors) - Online**

### **CATALOGUE COURSE DESCRIPTION**

Survey of appraisal, assessment, and standardized instruments used by counselors in the areas of education, psychology, and mental health.

*Summary:* This course surveys the history and application of educational and psychological measurement with emphasis on applications in counseling. The objective is to help you to become "informed consumers" of standardized measurement instruments used in school, mental health, and marriage and family settings. An "informed consumer" must know how to select, administer, interpret, and provide feedback on the results of psychological tests. Therefore, this course will initially emphasize the "science" of appraisal, focusing on the process of test selection, use, and scoring. Based on this foundation, the course will introduce the "art" of appraisal; the communication of results in a manner that helps clients understand themselves better and improve the quality of their lives. Finally, the course will discuss the responsibility counselors have to use assessments ethically and to understand the unique strengths and limitations of the counseling profession.

### **RESOURCES**

#### **Required Textbook**

Erford, B. T. (2013). *Assessment for counselors* (2nd ed.). Boston, MA: Cengage.

#### **Recommended Texts**

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

Erford, B. T., Hays, D. G., & Crockett, S. (2015). *Mastering the NCE and CPCE* (2nd ed.). Columbus, OH: Pearson Merrill.

### **KNOWLEDGE AND SKILL OUTCOMES**

(NOTE: 2016 CACREP standards are coded below and are assessed via exam I [I], exam II [II], and test review project [R]).

At the conclusion of the course, the student will be able to:

1. Be familiar with the philosophical and historical perspectives concerning the nature and meaning of assessment. (2.F.7.a [I])
2. Comprehend the multiple factors which influence examinee performance and preparing for assessment meetings. (2.F.7.b [I; R])
3. Develop an understanding of, and apply, common statistical concepts in measurement such as probability, central tendency, variability, scales of measurement, and shapes and types of distributions. (2.F.7.g [I])
4. Integrate ACA ethical standards guiding assessment into a general understanding of ethical counseling practice. (2.F.7.m [I; R])
5. Critically interpret and utilize correlational procedures. (2.F.7.g [II; R])
6. Understand the basic concepts and differentiate between standardized and non-standardized testing, norm-referenced and criterion-referenced, and individual vs group assessment. (2.F.7.f [I])

7. Demonstrate ethical competence in strategies for selection, administration and statistical interpretation of techniques for assessing diverse student academic, career, and personal/social development. (2.F.7.m [I; R])
8. Develop an understanding of the importance of measures and use of reliability, particularly test-retest (temporal) and alternate- (equivalent-) form stability, internal consistency and standard error of measurement, and the factors influencing a test score's reliability. (2.F.7.h [II; R])
9. Comprehend the importance of validity, including content, construct and empirical validity, in measurement, its association with reliability, and apply it to interpretation.(2.F.7.h [II;R])
10. Understand how tests, singly and as a battery, can be used to facilitate improved educational and clinical decision-making, case conceptualization and diagnosis of mental/emotional status. (2.F.7.l [II; R])
11. Critique, observe, participate in, and enact demonstrations of a wide variety of standardized instruments used with P-12 and adult populations including intelligence, developmental, aptitude, achievement, perceptual/neuropsychology, personality, and behavioral tests, environmental assessment, performance assessment, behavioral observations, symptom checklists, aggression, self-harm, suicide assessment, and computer-managed and assisted assessment applications. (2.F.7.c,i-k; 5.G.1.c, 5.G.3.e,n-o [II; R])
12. Demonstrate proficiency in evaluating the utility of tests for counseling purposes from a consumer's perspective [R].
13. Understand procedures for identifying trauma and abuse (2.F.7.d [II; R])
14. Understand how assessments are used for diagnosis and treatment planning (2.F.7.e [II; R])
15. Identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders, including self-harm, suicide, and aggression (2.F.7.c; 5.G.3.e,n [II; R]).

### **CURRICULUM STANDARDS ADDRESSED**

#### **2016 CACREP Core Standards**

Standard	Measured in HDC6110
2.F.7.a historical perspectives concerning the nature and meaning of assessment and testing in counseling	Exam 1
2.f.7.b methods of effectively preparing for and conducting initial assessment meetings	Exam 1
2.f.7.c procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Exam 2
2.f.7.d procedures for identifying trauma and abuse and for reporting abuse	Exam 2
2.f.7.e use of assessments for diagnostic and intervention planning purposes	Exam 1
2.f.7.f basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Exam 1, Review
2.f.7.g statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, & correlations	Exams 1 & 2
2.f.7.h reliability and validity in the use of assessments	Exam 2, Review
2.f.7.i use of assessments relevant to academic/ educational, career, personal, and social development	Exam 2, Review
2.f.7.j use of environmental assessments and systematic behavioral observations	Exam 2
2.f.7.k use of symptom checklists, and personality and psychological testing	Review, Exam 2
2.f.7.l use of assessments to diagnose developmental, behavioral, & mental disorders	Exam 2, Review
2.f.7.m ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Exam 1

**2016 CACREP School Counseling Standards**

Standard		Measured in HDC6110
5.G.1.e	assessments specific to P-12 education	Exam 2, Review
5.G.3.n	use of accountability data to inform decision making	Exams 1 & 2

**COURSE EXPECTATIONS AND GUIDELINES**

**Attendance Policy**

On-time attendance at every class meeting is expected. Five points will be taken off the final course grade for each additional absence after the first absence. Tardiness of 15 minutes or more will be considered an absence. Leaving early before class is dismissed will also be considered an absence. Notify the instructor prior to class if you have an emergency that requires accommodation.

**Methods and Instruction**

Lectures, group discussions, and class activities will be utilized during class time to develop learning and understanding of individuals with exceptional education needs. Additionally, students will view films, conduct modules, and participate in learning activities outside of class time to enhance knowledge about developing relationships with individuals with unique needs.

**Use of Electronic Devices**

As school counselors in training, it is essential that you develop the disposition of being fully present in the moment and able to avoid distractions to the counseling and learning process. Please be respectful of your instructor and fellow classmates by silencing your phone and putting it away. Engaging in activities not related to the course during sessions (e.g., gaming, email, chat, text, etc.) will result in a significant reduction in your grade at the discretion of the instructor. Notify the instructor prior to class if you have an emergency that requires accommodation.

**Disability Statement**

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 (615)322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so immediately. You are also encouraged to apprise your instructor(s) privately regarding this matter, ideally no later than the second week of the semester, to ensure that your needs are met appropriately and in a timely manner.

**Sexual Misconduct and Intimate Partner Violence**

All faculty must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to Equal Opportunity, Affirmative Action and Disability Services (EAD).

### **Diversity Statement**

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

### **Trigger Warning Note**

At times this semester, we may discuss topics that may be disturbing and even traumatizing to some students. If you ever feel the need to "step outside" during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or instructor, the instructor would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

## **COURSE REQUIREMENTS**

Each student is expected to: (1) complete all reading assignments before class, (2) actively participate in discussions and exercises, (3) regularly check Vanderbilt email, and (4) access documents and materials as assigned through the online system.

### **Non-Graded Course Components (Debit Components)**

#### ***Class Participation/Facilitation (Required)***

Regular participation in class discussions and in-class exercises is expected and required. The goal of class participation is to think critically (and challenge others to think critically) about the readings/activities and not just demonstrate that you read or understand the readings.

#### ***Assignment Policies (Required)***

Admission to the profession of counseling means acceptance of and submission to the principles of scholarship and writing proficiency required of a master's degree. APA6 is a recommended resource for this course and students are expected to be thoroughly familiar with the application of this publishing format. Failure to adhere to APA6 will result in a failure for a specific course component. As professionals-in-training, all counseling master's degree candidates take very seriously their responsibility to write effectively and professionally. All assignments are due by start time of class on the due date, and must be submitted electronically to the professor's Vanderbilt e-mail address. Late assignments will not receive full credit, as determined at the discretion of the instructor. If you have special circumstances that prevent you from completing the assignment on time, please speak to the instructor *before* the due date for the assignment.

### **Graded Course Components**

#### **1. Examination 1 (33%) and Examination 2 (33%)**

Each student will complete two examinations consisting of multiple-choice questions and an extended response item(s). Information from all assigned readings and classes may be included on the exam. Each exam accounts for 33.3% of the final grade.

#### **2. Test Review (33%)**

Each student will choose a test and conduct a review of the literature and critical analysis to determine the test's psychometric properties, strengths and weaknesses. The strengths and weaknesses sections must be a minimum of three combined pages of text. A sample review is provided. The purpose of this project is to focus and integrate the concepts covered in class. This activity is worth 33.3% of the final grade. The grade for this project will reflect the comprehensiveness of the review, application, and integration of information and clarity of professional writing style. One-half of this grade will reflect quality and presentation of content. The remaining one-half reflects adherence to APA style and writing skill. Citations and references must adhere to APA style. An outline of essential information is included below. The review also serves as a key assessment for CACREP evaluation purposes and the scoring rubric is provided below. The final review is due at the beginning of Class #14. An electronic copy of completed papers in MSWord MUST be e-mailed to me no later than the beginning of the class it is due.

### **COURSE GRADING**

Participation	Required
Exam 1	33.3%
Test Review	33.3%
Exam 2	33.3%

Final grades will be assigned based on the percentage of points earned:

A	94-100
A-	90-93
B+	87-89
B	80-86
C+	77-79
C	70-76
F	<70

### **Test Review Project Outline**

*Title:*

*Acronym:*

*Author(s):*

*Publication Date:*

*Publisher:*

*Price:*

*Computer Scoring Software Available:*

## GENERAL INFORMATION

*Primary Constructs Assessed:*

*Test Purpose:*

*Administration Type:*

*Population/Range:*

*Time Required to Administer, Score and Interpret:*

*Interpretive Scores Derived:*

*Subtest (Subscale) Format:*

*Item/Scoring Format:*

*Qualifications of Examiners:*

## GENERAL ADMINISTRATION AND SCORING PROCEDURES

### NORMATIVE INFORMATION

*Type of Norms:*

*Age/Grade of Participants:*

*Sex of Participants:*

*Dates of Standardization:*

*Number of Participants in Sample:*

*Sample Characteristics:*

*Geographic Composition:*

*Racial Composition:*

*Socioeconomic Composition:*

*Availability of Subgroup Norms:*

### RELIABILITY

*Internal Consistency:*

*Test-Retest:*

*Alternate-Form:*

*Scorer Reliability:*

### VALIDITY

*Content Validity:*

*Criterion-related Validity*

*Construct Validity:*

### STRENGTHS

### WEAKNESSES

*References*

### ***Honor Code***

Peabody College at Vanderbilt University places a high priority on and strives to uphold the highest standards of academic integrity while protecting the rights of students and faculty. Should the instructor find evidence of cheating, plagiarism, other inappropriate assistance in work presented by a student, or any other violation of the honor code, the student will receive no points on the assignment/exam, and will be referred to the Honor Council for further disciplinary action. Honor code violations include:

1. **Falsifying or cheating** on a report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (e.g., crib sheets, discarded computer programs, the aid of another person on a take-home exam); copying from another student's work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
2. **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. A description of plagiarism related to papers is given below.
3. **Failure to report** a known or suspected violation of the Code in the manner prescribed.
4. **Any action designed to deceive** a member of the faculty, a staff member, or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
5. **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.
6. **Use of texts or papers prepared by commercial or noncommercial agents** and submitted as a student's own work.
7. **Falsification of results** of a study or research.

### ***The Honor Code Applied to Preparation of Papers***

- Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- Failure to indicate the source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

### Test Review Project Evaluation Rubric

**Rating Scale**

**4=**Mastery: Strong mastery of skills and thorough understanding of concepts significantly beyond developmental level

**3=**Proficient: Understanding of concepts/skills evident

**2=**Emergent: Minor conceptual and skill errors; in process of developing

**1=**Non-existent: Significant remediation needed; deficits in knowledge/skills

**NA=**Not Applicable: Unable to measure with given data (do not use to indicate deficit)

	4	3	2	1	Standard	Score
Application of Selection, Administration, Scoring and Interpretation	Considers all major and subtle issues related to ethical and culturally relevant instrument selection, administration, scoring, and interpretation.	Considers major issues related to ethical and culturally relevant instrument selection, administration, scoring, and interpretation.	Vague description or minor problems in handling issues related to ethical and culturally relevant instrument selection, administration, scoring, and interpretation.	Misses one or more significant issue related to ethical and culturally relevant instrument selection, administration, scoring, and interpretation.	2.F.7.m	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Analysis of Score Reliability & Validity	Exceptional understanding of reliability and validity, able to identify subtle issues related to clinical application; uses literature to support.	Clear understanding of reliability and validity; able to identify major issues related to clinical application.	Minor problems in understanding of reliability and validity or other problems with instrument; does not identify issues related to clinical application.	Significant problems in understanding of reliability and validity or other problems with instrument; unable to identify issues related to clinical application.	2.F.8.f	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Analysis of Standardization and Norms	Exceptional mastery of methods of standardization and norm- or criterion referencing. Sophisticated explanation of potential logistical issues.	Clear explanation of standardization and norm- or criterion-referencing. Feasible; accounts for most major potential logistical problems.	Minor problems with explaining methods of standardization and norm- or criterion-referencing. Vague or does not account for likely logistical problems.	Significant problems explaining standardization and norm- or criterion-referencing; Vague or not very feasible.	2.F.7.g-h	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Identification and Critique of Existing Research	Insightful and subtle critique of existing research; able to subtly assess strengths and weaknesses; sophisticated organization and flow of review; concise yet detailed. Exceptional writing ability; professional voice.	Good overview of literature with clear critique of research; able to assess strengths and weaknesses; sufficient organization. Clearly written using professional style.	Minor problems with review and/or critique of literature; may have missed significant topics or studies; writing may lack clarity or professional style.	Significant problems with review and critique of literature. Significant literature not included and/or inaccurately critiqued. Writing ability or style may detract significantly.	2.F.8.a	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
APA Format	Consistently adheres to APA format, including cover sheet, running head, headings, in-text citations, paragraph format, references, etc.	No more than a few minor APA errors; overall, follows general format.	Numerous APA errors that are distracting; numerous inconsistencies.	Significant problem following APA style; numerous problems in several areas.	2.F.8.j	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Quality of Writing	Sophisticated writing style, clear, concise, smooth; maintains professional voice; pleasure to read; developed effective writing style; virtually no grammatical errors.	Clear, concise writing style; maintains professional voice; minor and few grammatical errors.	Minor problems with writing style and/or grammar; vague or wordy; does not maintain professional voice.	Significant problems with writing; ideas not clearly communicated due to writing ability; numerous grammatical errors.	2.F.8.j G.3.n	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA

**COURSE SCHEDULE**

<b>Week</b>	<b>Session</b>	<b>Topics</b>	<b>Standard</b>	<b>Preparation</b>
1	Asynchronous	Introduction to and history of assessment	2.F.7.a,f	Chapters 1-2
	Live Session	Introductions; Attendance, Review syllabus		
2	Asynchronous	Testing conditions & administration considerations; Preparing for assessment and meetings; Scaling; Instrument design; Ethical/legal & diversity concepts	2.F.7.b,m	Chapter 3; ACA Code of Ethics (Section E)
	Live Session	Content Q&A; Ethical case; Discussion Qs		
3	Asynchronous	<b>*Notification of Project Status Due Today*</b> Statistical concepts; Selecting, administering, and interpretation of scores	2.F.7.g	Chapter 5
	Live Session	Content Q&A; Discussion Qs		
4	Asynchronous	Standardized scores; Interpretation of scores (cont.); the normal curve and score conversions	2.F.7.g	Chapters 4-5
	Live Session	Content Q&A; Discussion of “not homework”		
5	Asynchronous	How tests are constructed; standardization; Criterion-referenced assessment	2.F.7.g	Chapter 4
	Live Session	Content Q&A; Discussion Qs		
6	Asynchronous	Correlation coefficient; Free access assessment instruments	2.F.7.f,m	<i>Mastering</i> (Ch 7)
	Live Session	Review for Exam I; Free access practice		
7	Asynchronous	Reliability and standard error of measurement; Assessing anxiety and depression	2.F.7.g-h	Chapter 6
	Live Session	Content Q&A; <b>***EXAM I***</b> ; Discussion Qs		
8	Asynchronous	Validity and Using Tests to Make Decisions	2.F.7.g-h	Chapter 7
	Live Session	Content Q&A; Discussion Qs		
9	Asynchronous	Item analysis; Shapes of distributions; Suicide and self-harm;	2.F.7.h,l	Chapter 8
	Live Session	Content Q&A; Clinical case conceptualization: The case of Matthew		
10	Asynchronous	Bias in assessment; Testing culturally diverse and special needs subpopulations; Computer-based and computer-adaptive assessment; Environmental and behavioral assessment; Assessing ASD	2.F.7.g,l	Chapters 9-10
	Live Session	Content Q&A; Case of Matthew		
11	Asynchronous	Intellectual Assessment; Multiple Intelligences	2.F.7.d-e,g, i-k; 5.G.1.e, 2.g	Chapter 11
	Live Session	Writing workshop; Content Q&A; Processing the Case of Matthew		APA style guide;
12	Asynchronous	Aptitude and achievement tests; Demonstration of commonly used tests;	2.F.7.d-e,g, i-k; 5.G.1.e, 2.g	Chapters 12-13; <i>Mastering</i> (Ch 7)
	Live Session	Content Q&A; Processing the case of Matthew		
13	Asynchronous	Career and Family assessment; Demonstration of commonly used tests; The case of Matthew	2.F.7.c-e, g,i-k; 5.G.1.e,2.g	Chapter 14-15
	Live Session	<b>**TEST REVIEW PROJECT DUE**</b> ; Wrap up; Exam II review; Conclusion of the Case of Matthew		
14	Asynchronous	Meet some experts in the field; Trauma and substance use assessment; Conclusion		
	Live Session	<b>**EXAM II**</b>		