

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6220
APPRAISAL AND EVALUATION IN COUNSELING**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

The course Appraisal and Evaluation in Counseling is designed to examine the use, interpretation and application of psychological tests, and other tools of a psychological nature, to the assessment, evaluation and diagnosis of individual, marital, family, group and systemic disorders and dysfunctions. Specific emphasis is given to the uses of psychological tests' results in the development of counseling interventions to fit school and mental health settings.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment* (12th Edition). Boston, MA: Allyn & Bacon.

Additional readings will be made available.
You are expected to access library resources to complement the textbook.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.1.h, 4.f, 7.a-I, 8.c-d.

CACREP: School: A.6-9, B.1, B.2, C.1. a-c.

CACREP: Mental Health: C. 1.,3.-4., 7.

2010 FEAPs: 1.1, 1.2, 8.1, 8.2;

2010 Subject Area Competencies & Skills (SAC&S): 3.3, 3.4, 3.5

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

Based on information covered in this course, student will develop:

1. A solid and informed professional stance regarding the use, utility and appropriateness of psychological assessment results on which to base clinical decisions. Including knowledge of the ethical standards of ACA as they relate to appraisal and evaluation.
2. Familiarity with the primary categories of psychological assessments (e.g., intellectual, neuropsychological, objective and projective personality, and vocational/career assessment).
3. Basic skills in the evaluation and interpretation of psychological reports and the ability to communicate assessment findings to clients and others.
4. Skills to recognize and appreciate the relationship between the assessment process and counseling processes.
5. Abilities to discern the fundamentals of test construction and administration. Including an understanding of the: statistical concepts of measurement, validity and reliability.

6. Abilities to conduct assessment interviews, compose reports based on the results of assessments instruments and processes, and provide oral reports based on findings.
7. Abilities to connect results of assessment instruments to clinical diagnoses and treatment strategies.
8. Abilities in the use of statistical programs that can be used in conjunction with assessment, including in the areas of career, school, personality and research.
9. Skills to understand multicultural issues as they relate to assessment, along with an understanding of the historical perspective of assessment.
10. A few fun ideas about statistics that will impress your friends.

COURSE REQUIREMENTS

1. Class attendance and participation: The seminar/limited lecture format is used in this course. Therefore, your attendance and participation contributes to the determination of your final grade. Attendance is defined as being in class. Participation is defined as your contributions to the class that reflect conceptual and practical understanding of information about psychological assessment.
2. Group Work: The class will do some activities in small groups. Your work on these activities as well as your overall and individual group performance contribute to your final grade.
3. Examinations: There will be two (2) exams in this course. Examinations will be administered in class.
4. Group Panel Presentations: Competently and thoroughly present a seminar/panel discussion about "Ethnic and Cultural Issues" in a given area of assessment. For example, the presentation may cover topics such as:
 - a. Assessment of learning disabilities
 - b. Assessment of personality
 - c. Assessment of couples and/or families
 - d. Assessment of intelligence and mental abilities
7. Term Paper: Evaluate a test: Once you have identified an area of interest (e.g., intellectual assessment, educational assessment, vocational assessment, clinical assessment, etc.) for your group presentation, you will be asked to select a specific assessment instrument (e.g., Woodcock-Johnson Psycho-educational Battery, MMPI, TAT, Wechsler Adult Intelligence Scale-3rd Edition, FCAT, SAT, GRE, etc.) from within that content area that you wish to evaluate in detail. You may utilize sources such as Mental Measurement Yearbook, journal articles and other resources; much of this work will be coordinated with the group but this information will be presented individually. The group will provide a general presentation regarding "Ethnic and Cultural Issues" in the general content area and then each person will briefly discuss her/his test individually. These presentations will occur during the final class meeting(s). A brief (one to two page) outline concerning the specific test will be provided to class and a more elaborate (three to five page report) will be provided to the instructor. The group may use whatever format they wish (paper handout, Power Point presentation, etc.) to present the group information.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	CACREP	FEAP Indicators	SAC&S	Points
Exams (2)				100
Group Presentation				50
Individual Paper				50
Attendance and Participation				10
TOTAL				300

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 300 – 282	B+ = 269 – 261	C+ = 239 – 231	D+ = 209 – 195	F = 179 – 0
A - = 281 – 270	B = 260 – 252	C = 230 – 222	D = 194 – 192	
	B- = 251 – 240	C- = 221 – 210	D- = 191 – 180	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to

deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

To provide the student with a variety of learning experiences the following methods of instruction are used in this class.

- 1) Lecture with & without audiovisual support (e.g., Power Point)
- 2) Class and small group discussion
- 3) Skill demonstrations
- 4) Student presentations
- 5) Library research using on-line data bases (e.g., ERIC, PsychLit)
- 6) Term projects
- 7) Email
- 8) Internet resources
- 9) Web-based instruction (e.g., Blackboard)

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **the due date** and fulfill their discussion board responsibilities by **10 pm on the following Sunday**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=_107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

- Archer, R. P., & Smith, S. R. (2008). *Personality assessment*. New York: Routledge.
- Cook, M., & Cripps, B. (2005). *Psychological assessment in the workplace: A manager's guide*. Chichester, England: Wiley.
- Drummond, R. J., & Jones, K. D. (2010). *Assessment procedures for counselors and helping professionals*. Boston: Pearson.
- Gambrill, E. D. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, N.J: Wiley.
- Gaur, A. S., & Gaur, S. S. (2009). *Statistical methods for practice and research: A guide to data analysis using SPSS*. Los Angeles: Response.

Kaplan, R. M., & Saccuzzo, D. P. (2009). *Psychological testing: Principles, applications, and issues*. Belmont, CA: Wadsworth Cengage Learning.

Paniagua, F. A. (2005). *Assessing and treating culturally diverse clients: A practical guide*. Thousand Oaks, Calif: Sage Publications.

Popham, W. J. (2006). *Assessment for educational leaders*. Boston: Pearson/Allyn and Bacon.

Rubin, S. E., & Roessler, R. (2008). *Foundations of the vocational rehabilitation process*. Austin, Tex: PRO-ED.

Van, B. M. L. (2009). *Measurement and statistics for teachers*. New York: Routledge.

Whiston, S. C. (2005). *Principles and applications of assessment in counseling*. Australia: Thomson Brooks/Cole.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
1	Introductions, Syllabus Review, Conditions of Satisfaction, Class overview, Questions and Answers; History of Assessment; How to Learn About A Test. <i>Nature and the Use of Psychological Tests:</i> Legal and Ethical Issues; Qualifications of test users and related concepts; Historical and professional matters.	Chapter 1 and the ACA Ethical Standards regarding tests (ACA website) GROUP Selection	
2	<i>Measurement and Statistical Issues:</i> Basic measurement and statistical concepts; Basic rationale and assumptions	Appendixes A & B, Chapters 4,	
3	<i>Measurement and Statistical Issues:</i> Descriptive, inferential and explanatory statistics; Scoring and interpreting tests.	Chapter 3	
4	<i>Technical and Methodological Issues:</i> Test Construction, Development and administration; Reliability; Validity; Communicating test results	Chapters 2, 5	
5	<i>Clinical Assessment and Documentation Issues:</i> The role of the examiner; psychosocial evaluation; mental status examination; psycho-diagnosis (DSM-IV-TR Multi-axial System); clinical judgment and decision making	Chapters 14	
6	<i>Clinical Assessment and Documentation (Continued):</i> Interpreting scores; check lists and rating scales; report writing.	Chapters 15, 16, DSMIV-TR (pp. 4-5, 27-37)	Mid Term Examination
7	<i>Clinical Assessment and Documentation; Review</i>		
8	<i>Intellectual Assessment:</i> Nature and theories of intelligence; rationale for IQ testing/reasons to refer; individual and group intelligence tests; classification of intelligence Psychological Attributes and Decisions	Chapter 6, 7	
9	<i>Academic Achievement and Ability Testing.</i> Assessing Learning Disabilities; Psycho-educational testing; School assessment, standardized achievement tests; ability tests	Chapter 9, 10 Handout	
10	<i>Personality Assessment:</i> Rationale/reasons to refer; "Objective" assessment (The MMPI-2, BDI, etc)	Chapter 14, 17	
11	<i>Personality Assessment:</i> "Projective" assessment (Rorschach, TAT, etc)	Chapter 14, 18, DSM-IV-TR (pp. 685-690); handouts	Begin Class Presentations

	Personality Disorders		
12	<i>Vocational and Occupational Assessment: Testing special ability and vocational interests</i>	Chapter 11, 12	
13	<i>Vocational and Occupational Assessment Testing Attitudes and related psychological constructs.</i>	Chapter 13	
14	Computers in testing	Text: pp. 71-75, 196, 298, 366, 390, 411	
15	Neuropsychological Assessment: From the Bender-Gestalt to the Halstead-Reitan	Chapter 8 Handouts	
16	Conclude Class Presentations; Review		Final Examination

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- Golden, C. (1981). *Diagnosis and Rehabilitation in Clinical Neuropsychology*. Springfield, Illinois: Thomas.
- LaBruzza, A.L. (1997). *Using DSM-IV: A Clinician's Guide to Psychiatric Diagnosis*. New Jersey: Jason Aronson, Inc.
- Murphy, K.R., & Davidshofer, C.O. (1998). *Psychological Testing: Principles and Applications*, Fourth Edition, New Jersey: Prentice-Hall.
- Olin, J.T., & Keatinge, C. (1998). *Rapid Psychological Assessment*. New York: Wiley.
- Tallent, N. (1983). *Psychological Report Writing*, Second Edition. New Jersey: Prentice-Hall.
- Wetzler, S. (Editor, 1989). *Measuring Mental Illness: Psychometric Assessment for Clinicians*. Washington, D.C.: American Psychiatric