

Measurement and Appraisal in Counseling
COUN 6840
Semester



Professor:
Office:
Phone:
E-Mail:

Required e-book:

Whiston, S. C. (2017). Principles and applications of assessment in counseling (5th Ed.). Boston: Cengage Learning. (MindTap Counseling for Whiston’s Principles and Applications of Assessment in Counseling)

Course description:

The goals of this course include providing students with a sound foundation in understanding the principles and procedures of psychological & educational testing applied to counseling. Areas that will be covered include standardized and non-standardized tests, individual and group tests, test construction, establishing norms, methods of determining test reliability and validity, reporting of test results, and special issues. Students will survey several broad categories of tests and assessment techniques that can be used with children, adolescents, and adults – including psychological, educational, counseling and vocational domains – and study the most widely used tests in these categories. The impact of cultural factors on test administration, test scores, and test interpretation will be addressed as will ethical and legal issues pertaining to the testing process. Students will have the opportunity to view some tests first-hand and to take tests as part of the learning process. Students will participate in various activities throughout the course of the semester to enhance the learning process.

Student learning outcomes:

COUN 6840 Measurement and Appraisal in Counseling 2009 CACREP Standards			
Standard #	Core Curricular Category	Standard	Learning Activities & Experiences

II-G-3-e	Human Growth & Development	a general framework for understanding exceptional abilities and strategies for differentiated interventions	Course notes & readings; Exam
II-G-4-f	Career Development	assessment instruments and techniques relevant to career planning and decision making	Readings; Keirsey Temperament Sorter II assignment; Exam
II-G-5-c	Helping Relationships	essential interviewing and counseling skills	Readings; Discussion board questions; Exam
II-G-7-a	Assessment	historical perspectives concerning the nature and meaning of assessment	Readings; Exam
II-G-5-b	Assessment	basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations	Readings; Exam
II-G-5-c	Assessment	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Readings; Exam
II-G-8-d	Assessment	reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)	Readings; Exam
II-G-8-e	Assessment	validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	Readings; Exam
II-G-7-f	Assessment	social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	Readings; Exam

II-G-7-g	Assessment	ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	Readings; Exam
Standard #	Clinical Mental Health Counseling	Standard	Learning Activities & Experiences
CMHC-G-1	Assessment – Knowledge	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Readings; Discussion board questions; Exam
CMHC-G-2	Assessment – Knowledge	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments	Readings; Discussion board questions; Exam
CMHC-H-1	Assessment – Skills & Practices	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Readings; Discussion board questions; Exam
CMHC-J-3	Research & Evaluation – Skills & Practices	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	Readings; Scoring, interpreting & feedback assignment; Exam
CMHC-K-4	Diagnosis – Knowledge	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations	Readings; Exam
CMHC-L-1	Diagnosis – Skills & Practices	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Readings; Discussion board questions; Exam
Standard #	School Counseling	Standard	Learning Activities & Experiences

SC-H-2	Assessment – Skills & Practices	Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development	Readings; Exam
SC-H-3	Assessment – Skills & Practices	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Readings; Discussion board questions; Exam
SC-I-3	Research & Evaluation – Knowledge	Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., <u>behavioral observation</u> , program evaluation)	Readings; Exam

Necessary student Internet skills and equipment:

This is an “online” course, meaning that the course material and related activities will be presented on a computer and completed outside of the classroom, respectively. It is important that you have at least minimal competence in the use of the Internet and know how to send and receive e-mail messages and post messages to a discussion board in order to successfully complete this course. It will be most convenient for you to use your personal computer to complete computer-based assignments in this course. However, if you do not own a computer or cannot access course material with your computer (e.g., because of an old operating system or other computer “glitch”), then you may use select computers on campus that have Internet access (e.g., BAS S137, library) or any other Internet-accessible computer to complete assignments. This last point cannot be emphasized enough - if you are having problems with your computer then you must find another computer to use to keep up with assignments/tests.

Course structure:

You will be required to complete a variety of Internet-based and related activities during the course. The course is presented in “modules” which contain topic-specific material to be covered throughout the semester. For each module, you will read the information contained on the Measurement and Appraisal in Counseling website and complete any assigned activities associated with a module

Course readings and activities are contained within the **MindTap** application within D2L (“Access to MindTap”). You will be expected to keep up with the readings and contribute to class discussions on the discussion board. Each module will have specific instructions for readings, outside activities, and directions for class discussion and/or written reactions. Your input and reactions are very important to Dr. Quarto and your classmates.

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Access to MindTap - Your eBook & Activities

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MindTap Browser Configuration & FAQ

Click Here to Access your eBook & Activities

Cengage Technical Support: Support Links

Some students quickly discover that an Internet course takes more initiative than traditional face-to-face instruction and can, in many ways, take them by surprise. As such, it is important that you pay close attention to the course schedule in order to stay on top of things! Since class activities take place “at a distance,” **it is easy to put off studying to attend to other responsibilities that may seem more pressing.** However, you are urged to be careful not to fall behind. Between working through the online lessons, completing the corresponding reading and writing assignments, and conducting related Web and library research, you should plan on spending an average of two to three hours per week on this course (and one to two hours per day during the summer session).

Evaluation of coursework:

1. Discussion board participation -

2. MindTap video activities

3. Assignments:

4. Exams.

Counseling dispositions:

Graduate students in the Professional Counseling program are required to demonstrate program dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

Dropping this course:

If you discontinue participating in class, (i.e., do not complete the required course work), but do not officially drop or withdraw from the course, then you will receive a grade of "F." You may only drop the course within the course drop/add period.

Reasonable accommodations for students with disabilities:

If you have a disability that may require assistance or accommodation or have questions related to any accommodations for testing, etc., then contact Dr. Quarto as soon as possible. You may also contact the MTSU Disability & Access Center (<http://www.mtsu.edu/dac/>) (615-898-2783) with questions about such services.

Housekeeping rules:

1. Make-up exams are only allowed in the case of an emergency or illness. Forgetting to take an exam during the specified time period, going out of town for a wedding, having to "work all weekend," etc. are not adequate justifications for making up an exam. To make up an exam, you should make an effort to contact Dr. Quarto **before the scheduled exam**. Making up an exam due to an illness or attendance at a funeral will require a doctor's excuse verifying the illness or a copy of the funeral program.
2. Save files of all written assignments that were submitted to Dr. Quarto. In addition, record your answers to exam questions on a separate piece of paper as you take exams in the event that a computer malfunction prevents you from submitting your answers to the D2L/ Measurement and Appraisal in Counseling website.
3. Please refrain from posting discussion board responses IN ADVANCE of the suggested date for a module.
4. Test security is important. You MAY NOT share the contents of exams with anyone - in paper or electronic form - including online exam sharing sites. Students who engage in this practice

may be subject to dismissal from the university.