



MASTER OF ARTS IN COUNSELING

APPRAISAL: TESTING AND MEASUREMENT MCPY 645

Course Syllabus

Course Description

This course provides the learner with an understanding of various approaches to assessment and evaluation used in the counseling profession. Assessment topics covered in this course include: personality and projective tests used in traditional psychological evaluation, survey of major intelligence, mental health, and the administration of assessments particularly relevant to the field of counseling.

Methods of Instruction

Classroom-based lectures, interactive discussions, group projects, case study methods, and experiential activities. A strong emphasis is placed on application and integration of class material.

Course Objectives:

By the end of the course, the learner will have:

1. Acquired an elementary understanding of measurement concepts including: scales of measurement, measures of central tendency, distributions, correlations, reliability, validity, and the basic concepts of standard and non-standard testing. (CACREP Standards 7.B, C, D, E)
2. Developed an understanding of the assessments commonly used in the field of counseling and gained a historical perspective of appraisal and testing in the overall field of counseling. (CACREP Standards 1.A, B, C; 7.A)
3. Gained strategies for selecting, administering, and interpreting various assessments, surveys, and evaluation instruments. (CACREP Standards 7.G, H)
4. Developed an understanding of the ethical, multicultural and legal considerations in appraisal and testing. Diversity issues such as age, gender, sexual orientation, disability, culture, religion and spirituality will be understood as related to assessment. (CACREP Standards 7.F, I)
5. Developed an understanding of the merits and limitations of psychological testing. (CACREP Standards 7.A, I)
6. Developed an understanding of the principles of case conceptualization, assessment techniques and diagnosis as related to counselor effectiveness in overall treatment

planning. (CACREP Standards 7.H, I)

7. Gained an understanding of the use of outcome assessment as a means of providing quality care as counselors.(CACREP Standards 7.B, G; 8.A, B, D, E)

*** Please note:** The experiences provided in this course **do not** provide a basis for interpreting complex psychological instruments or tests that are projective or semi-projective in nature. The ethical standards of the American Counseling Association that relate to assessment and evaluation speak to the qualifications of examiners. Students who choose to utilize assessment evaluations in their future counseling roles should attain the required additional training and ongoing supervision necessary to achieve competency in appraisal skills.

Required Readings:

Textbook: Hood, A. B., & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment procedures* (4th ed.). Alexandria, VA: American Counseling Association (ACA). (NOTE: make sure it is the 4th edition)

Recommended Materials:

- **Testing Packet from the Regis Bookstore which includes :** 1. Adolescent Anger Rating Scale, 2. Attention Deficit Hyperactivity Test 3. Job Stress Survey 4. Marital Satisfaction Inventory 5. Parent Stress Index 6. Reynolds Child Depression Scale 7. Substance Abuse Subtle Screening Inventory 8. Trauma Symptom Checklist for Children. (**Manuals for these instruments are on reserve in Dayton Memorial Library**).
- Additional readings will be distributed in class or available via the internet.
- **There is an additional lab fee required (\$28-\$66) for scoring some tests for the Assessment Experiential. Credit card information will be collected during the first night of class and hand delivered in a marked envelop to Kristyn Roe via Tricia Baker (ALC 4th floor).**

Recommended Optional Readings:

Aiken, Lewis R. (1996) *Psychological testing and assessment*.
 Anastasi, Anne & Urbina, Susana. (1997). *Psychological testing*.
 Carter, Phillip J. & Russell, Kenneth A. (1998). *Challenging IQ tests*.
 Choca, James P., Shanley, Luke ,A. & VanDenburg, Eric. (1992). *Interpretive guide to the Millon clinical multiaxial inventory*. Washington, DC: American Psychological Association.
 Dana, R. H. (1993). *Multicultural assessment perspectives for professional psychology*. Needham Heights, MA: Allyn & Bacon.
 Goleman, Daniel. (1997). *Emotional intelligence*.
 Goleman, Daniel. *Working with emotional intelligence*.
 Gould, Steven Jay. (1996). *Mismeasure of man*.
 Graham, John R. (1990). *MMPI-2 assessing personality and psychopathology*. New York: Oxford University Press.
 Hanson, F. Allan. (1993). *Testing testing: social consequence of the examined life*.

Lewis, Thomas, Amini, Fari, & Lannon, Richard (2001). A General Theory of Love. New York, Vintage Books.

Mensh, Elaine & Mensh, Harry. (1991). The IQ mythology: class, race, gender and inequality.

Seligman, Daniel. (1992). A question of intelligence: the IQ debate in America.

Learning Activities:

1. Group Project: Assessment in the Real World (CACREP Standards 7. B, C, D, E, F,

G). You will partner with another student and create a 30 minute presentation on the following information. Please create handouts for your colleagues and instructor. Choose a community mental health agency, school, college counseling center, or other mental health setting (hospital, prison, etc.). Investigate the assessment procedures at the selected mental health setting. This may include interviewing therapists/managers/supervisors. Please include information regarding what the agency is, who they serve, what services they provide, what assessment batteries/tests are used, what are they used for, how are they used, who conducts the testing/evaluation (what are their credentials and training background), are results used to inform treatment-if so how, how are results communicated to clients. Include a group evaluation of the agencies assessment procedures and its utility (how useful do you think the assessment procedures are at their intended purposes and why).

2. Measurement Theory and Concepts Quiz: (CACREP Standards 7. B, C, D, E)

This quiz will cover basic measurement concepts that provide the foundation for understanding testing and appraisal. This will focus on Chapter 3 in the Hood & Johnson book and related material from class.

3. Assessment Experiential: (CACREP Standards 4. E, F, G; 7. F, G)

You will gain experience in completing, scoring, and processing psychological tests. We will complete the NEO-PI-R personality inventory in class (it will need to be handscored

and interpreted). If you would also like to take the California Psychological Inventory-434 (CPI), it is available online & includes a comprehensive narrative report. You are required to take both the Thomas-Kilmann Conflict Mode Instrument (TKI) and Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B).

TKI & FIRO-B (required): \$28.00

TKI, FIRO-B, & CPI (optional): \$66.00

The CPI, TKI, and FIRO-B are available online through Skillsone and can be arranged through Kristyn Roe (kroe@regis.edu). After completing the tests and obtaining results, please integrate the data into a 6-8 page, double-spaced paper. You do not need to discuss specific results rather reflect upon any themes or patterns that emerged. Discuss how these might relate to your professional development and personal growth. How can you use this information to foster self-growth? Discuss how the test results confirmed or disconfirmed your knowledge of yourself. What are the implications for your understanding of yourself as a counselor? Papers will be evaluated based upon depth of reflection and integration of testing results.

4. Movie Character Testing Report: (CACREP Standards 7. B, C, D, E, F, G)

Select a character from a movie that you will use to write a theoretical Psychological Assessment. Think about what kinds of issues the character would be dealing with, how you would assess their needs, and what treatment recommendation would you make for this person. Using the outline described on page 233 in the Hood & Johnson book, write a Testing Report for the character. Sections include: Identifying Information, Reason for Referral/Presenting Problem, Relevant Background Information (family history, social history, work/school history, previous treatment mental status), Behavioral

Observations, Evaluation Procedures, Client's strengths, and Treatment Recommendations. For the section on Evaluation Procedures, choose tests/inventories/checklists etc. that you would like to complete with your client. Discuss your rationale for choosing these measures. How will this information help in the counseling process? Reports should be 5-7 pages double-spaced with an emphasis on the evaluation procedures.

Possible movie suggestions: Good Will Hunting; Ordinary People; Antwone Fisher; Girls, Interrupted; As Good As It Gets

- 5. Class Participation:** Since this is an 8-week class, attendance and participation in class is very important! Students may miss one excused class without penalty. Inform the instructor if you are going to be late or miss class. If a student misses more than one class, for any reason, they will not pass the course. Participation includes completing the readings by the date shown, participation in class exercises and group discussions, as well as listening to and respecting other members of the class.

Methods of Evaluation:

Quiz	10 points
Group Project	20 points
Assessment Experiential Paper	25 points
Movie Test Report	25 points
Class Participation	20 points

Note: points will be deducted for late assignments

Grading Distribution (%):

94-100 A	70-72 C-
90-93 A-	67-69 D+
87-89 B+	63-66 D
83-86 B	60-62 D-
80-82 B-	Below 60 F
77-79 C+	
73-76 C	

Student Performance Evaluation (Page 1)

Student _____

Semester/Year _____

Faculty _____

Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

Student Performance Evaluation (Page 2)

Student _____

Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

Student Signature_____
Faculty Signature_____
Date

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
- 3 Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.

4. Fails to meet course objective.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all CPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Disability statement

by Williams, Marijo (Joie) on Monday, August 13, 2007

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

If you have questions or concerns please contact the ODS at 303-458-4941 or email Joie Williams at mbwillia@regis.edu.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work.

This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of the CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

CPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate

learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.