EDCP 615: Counseling I: Appraisal  
Department of Counseling and Personnel Services  
College of Education  
University of Maryland, College Park  
Spring 2010  

Class Meeting Time: Tuesday, 4:15 – 7:00 P. M.

Instructor: Ellen Fabian, Ph.D., CRC, NCC  
Office: 3214  
Email: efabian@umd.edu  
Phone: (301) 405-2872  
Office Hours: by Appointment  

Required Text:  
Additional articles will be posted on website (www.elms.umd.edu)  
Syllabus posted on website (www.elms.umd.edu)  

Course Description  
This course is designed to provide counseling students with the basic knowledge and skills necessary to use, conduct, and interpret assessments generally used in the rehabilitation and related counseling fields. The course serves the larger goal of producing professional counselors who will function as reflective practitioners in a pluralistic society.  

Expected Student Outcomes  
Objectives for this course were selected to reflect the standards for assessment content of the Council on Rehabilitation Education (CORE), and related counseling programs. As a result of participation in this course, students will be able to:  

1) Understand the purpose of testing  
2) Understand basic measurement principles, statistical, and research skills needed to select, administer and interpret tests.  
3) Understand legal and ethical issues in measurement  
4) Understand types of tests and assessment procedures, particularly those used frequently in the counseling profession
5) Understand diversity, including disability, issues in measurement and assessment
6) Understand environmental assessment, and technological issues in computer-based assessment.

Standard C.7: Assessment (CORE)

- Assessment resources and methods
- Standardization
- Measurement and Statistical concepts
- Selecting and administering the appropriate assessment method (e.g., standardized tests, situational assessment, place-access vs. access-place)
- Obtaining, interpreting and synthesizing assessment information
- Conducting ecological assessments
- Assistive technology
- Ethical, legal and cultural implications in Assessment

Instructional Methods: Class sessions will consist of lecture, exercises related to measurement issues, student presentations.

Academic integrity: In all class work and assignments, we expect the highest personal and professional standards which reflect the objectives of UMCP and our professional ethics. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas thought established UMCP procedures. Proper citations, paraphrasing and proper quotations are essential in all your work. The University of Maryland has a nationally recognized Code of Academic Integrity administered by the Student Honor Council. The Code is available on the http://studenthonorecouncil.umd/code.html. The Student Honor Council proposed and the University Senate approved an Honor Pledge that reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Accommodations: If you have a documented disability and wish to discuss academic accommodations, please see the instructor as soon as possible.

Religious Observations:
Students should inform the instructor of any planned absences for religious
observances in advance. The student will not be penalized because of observances of their religious belief.

**Grading Criteria: (See assignment)**

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<th>Points</th>
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<tr>
<td>2 exams</td>
<td>100 pts each</td>
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<tr>
<td>Student presentation on test &amp; hand-out</td>
<td>50 pts</td>
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<tr>
<td>Student special topics paper</td>
<td>100 pts</td>
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<td><strong>Total points possible</strong></td>
<td><strong>350</strong></td>
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**Course Assignments/Requirements:**

1. **Assignments, attendance and in-class practice quizzes**
   Students are expected to attend every class and be prepared to discuss the reading materials when assigned. In addition they are required to regularly participate, raising questions, identifying issues and participate in group problem solving. Indicators of class attendance include being present for chapter quizzes, completing assignments (see syllabus).

2. **Two closed book in-class exams**
   (See calendar for dates)

3. **Topical Paper on Assessment in your specialty area**
   Each student will prepare a short topic paper regarding an assessment topic specific to your specialty area. Please submit your topic and brief outline of the paper to me by Week 6. Papers will be presented in class.

   The paper should be about 8-10 double spaced pages and will be worth 100 pts. Concentrate on a specific theme or approach and discuss its application/implications for counseling and client/student services. Examples of topics might include: assessment approaches for students/adults with disabilities; environmental assessment; use of “high-stakes” assessment in schools and employment settings, etc. You will need to use a minimum of 10 articles (peer reviewed from journals) in preparing this paper. You must use APA style!

4. **In-class test presentations.** Each student will prepare an in-class presentation on one assessment instrument or method (see attached schedule for instruments/methods to be discussed). This is your opportunity to get more in-depth information about a particular test (can be one covered in the text or
not) and share the resource with the class. A hand-out to class members must also be included.

**Test Presentation**

For this assignment, you must prepare a brief (10-15 minutes) presentation on your assigned test/instrument.

You will need to use a library reference source (*Mental Measurements Yearbook*, *Tests in Print*, or Medline) as well as one additional reference from the research literature to complete the assignment.

DISTRIBUTE A ONE-PAGE HAND-OUT TO THE CLASS following the outline below and hand one in to me.

Include the following:

- Name of the Test
- Description of it (what type of test is it; domain; give item examples of examples of scales).
- Availability, cost, credentials, scoring information, publisher, etc. (from publisher website or MMY)
- Test development (designed to test a theory? Functional measures?)
- Review of the psychometric properties (from MMY or Tests in Print)
- Your opinion as to its advantages/disadvantages for your specialty area

Attach the references that you used in developing the brief report.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Readings</th>
<th>Other Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 1 1/26</td>
<td><strong>Introduction</strong> to Assessment/ Course Requirements</td>
<td>Read Chapter 1</td>
<td>In-class exercise – Tests in Print and Mental Measurements Yearbook Assignment #1: Look up the ethical code for your professional specialty. Bring the standards related to assessment to class</td>
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<tr>
<td>Week 2 2/2</td>
<td>Ethical Issues</td>
<td>Chapter 2</td>
<td>Review specialty area ethical issues on assessment in class. Complete Chapter 2 self-quiz Assignment of student test presentations</td>
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<td>Week 3 2/9</td>
<td>Test Worthiness: Validity, Reliability, and fairness</td>
<td>Chapter 3</td>
<td>Complete Ch. 3 self-quiz in class Assignment #2: Complete questions on p. 82 in the text and bring to class next week.</td>
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<td>Week 4 2/16</td>
<td>Statistical Concepts: Raw Scores</td>
<td>Ch. 4</td>
<td>Complete Ch. 4 self-quiz in class Discuss Assignment #2 Assignment #3: Complete questions on p. 103 and bring to class next week.</td>
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<td>Week 5 2/23</td>
<td>Chapter 5: Creating New Scores to Interpret Test Data</td>
<td>Ch. 5</td>
<td>Complete Ch 5 Self-test Review &amp; hand in Assignment #3 Exam review</td>
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<td>Week 6 3/2</td>
<td>Exam #1. In class exam on chapters 1-5</td>
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<td>Week 7 3/9</td>
<td>Assessment of Educational Ability</td>
<td>Ch. 6</td>
<td>Complete ch. 6 quiz in class Student Presentations on Educational Ability Tests</td>
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<td>Spring Break – Enjoy the break</td>
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<td>Week 9 3/23</td>
<td>Intellectual &amp; Cognitive Functioning</td>
<td>Ch 7</td>
<td>Complete Ch. 7 quiz in class Student Presentations on Cognitive Tests</td>
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<td>Week 10</td>
<td>Career/Employment Testing/</td>
<td>Ch 8; additional reading on</td>
<td>Student presentations on Career/Employment Chapter 8 self-quiz in class</td>
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<td>3/30</td>
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<td>Vocational evaluation systems</td>
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<td>Week 11</td>
<td>4/6</td>
<td>Clinical/Personality Testing</td>
<td>Ch. 9</td>
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<td>Week 12</td>
<td>4/13</td>
<td>Informal Assessment</td>
<td>Chapter 10</td>
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<td>Week 13</td>
<td>4/20</td>
<td>Working with Diverse Populations</td>
<td>On-line articles/reading</td>
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<td>Week 14</td>
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<td>Week 15</td>
<td>5/4</td>
<td>Writing the Assessment Report</td>
<td>Chapter 12</td>
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<td>Week 16</td>
<td>5/11</td>
<td>Student Specialty area paper presentations</td>
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Background Reading: Some classic, some related to disability


