EDCP715: Appraisal Measures in Counseling

Spring 2010

Instructor: Margaretha S. Lucas, Ph.D.
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Course time and room: Tuesday, 4:15-7:00  EDU JME 3120

Course description: The purpose of this course is to provide an overview of the development, selection, use, and interpretation of tests with healthy populations. Additionally, we will examine the historical, legal, ethical, and cultural diversity issues surrounding the assessment process.

Course objectives: At the completion of this course, students are expected to:

- Have specific knowledge of various tests currently used in counseling healthy populations
- Use that knowledge in the appropriate evaluation, selection, administration, and interpretation of assessment/appraisal information in counseling
- Understand the ethical issues related to test use, especially with regards to gender, race and ethnicity
- Discriminate sound assessment procedures from weak ones
- Interpret psychometric information from various assessment instruments and integrate and present the information in a testing report.


INSTRUCTIONAL METHODS: Class time will be devoted primarily to lecture, discussion, and small group work. Students have to complete the assigned readings prior to coming to class and be prepared to discuss the readings in class. If you have to miss a class, discuss this with me beforehand. You will be responsible for knowing the material discussed in class, so make sure you get notes and handouts from others.

STUDENTS WITH DISABILITIES: Students with a documented disability (permanent or temporary, physical or non-physical) needing special accommodation during the semester should make an appointment to meet with the instructor at the beginning of the semester.
ACADEMIC INTEGRITY: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonor council.umd.edu/whatis.html

The university has a nationally recognized Honor Code, administered by the Honor Council. The Honor Pledge reads as follows: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.“ The university honor code applies to both undergraduate and graduate students alike, but the implementation may be altered to account for the greater academic experience that typifies graduate students.

Therefore, on your final written assignment, I will ask you to include and sign a slightly revised version of the Honor Pledge that refers to all of your work for the semester, rather than to write the Pledge on each piece of your work: Please write: “I pledge on my honor that I have not given or received any unauthorized assistance on this semester’s assignments/examinations”.

RELIGIOUS OBSERVANCES: The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

Additionally, it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

REPRODUCTION OF COPYRIGHTED MATERIAL: The photocopying of copyrighted material is subject to strict legal regulation and failure to adhere to these laws may be punishable both civilly and criminally. The University does not condone or encourage any actions that violate copyright law, whether or not University facilities are used. Generally, photocopying of print materials without the consent of the copyright owner is in an infringement of the owner’s rights. However, the representatives of education and of the publishing industry have formulated an agreement whereby certain types of copying are deemed “fair use” and do not require permission. The “Guidelines for Classroom Copying” describe what constitutes “fair use.” See http://www.inform.umd.edu/legal/policies/copyguidelines.HTML For more information, contact the President’s legal Office, 405-4945.

If permission to reproduce copyrighted material is required, it may be obtained by writing to the owner of the copyright, to the publisher, or by contacting the Copyright Clearance Center (www.copywrite.com).
EVALUATION CRITERIA: The course is graded A-F. In accordance with Graduate School policy, a grade of I (incomplete) is assigned only for work which has been of passing quality through the academic term but which, for good reason, cannot be completed within the time frame of the term. Students for whom special circumstances may warrant an I at the end of the semester, must discuss this matter with the instructor before the last day of class. Grades for late assignments will be lowered one grade for every day they are late. Poorly written assignments/papers/tests will receive lowered grades regardless of the content. (Check spelling, grammar, and punctuation.) Papers should be written APA style. Plagiarized materials will result in 0 points on the assignment as well as possible failure of the course.

In addition to the requirements of students reading assignments before class, regular and timely class attendance and informed class participation, course grades will be based on the following:

1. Midterm on April 5 30 points
2. Presentation on TBA 30 points
3. Final Paper due May 10 40 points

Grades:

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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COURSE SCHEDULE

1. **Welcome.** Course overview. History of assessment Jan 25
2. Professional and Ethical Issues. Ch 1, 17 Feb 1
3. Technical and Methodological Principles Ch 2, 3, 4, 5, 6 Feb 8
   Handout: Critique Outline
Assessment topics:

4. Introduction gender and multicultural assessment issues Ch 15 Feb 15
   **Presentor:**
   Activity: Implicit Association Test

5. Ability testing, aptitude/intelligence testing, including multicultural issues Ch 8, 9, 10 Feb 22
   **Presentor:**
   Activity: WAIS-r

6. Personality inventories/projectives Ch 12 March 1
   **Presentor:**
   Activity: Rorschach/Bender Gestalt

7. Introduction career interest inventories Ch 11 March 8
   **Presentor:**
   Activity: Career Genogram

   Spring break March 15
   ACPA conference March 22

8. The computer in assessment; Example SIGI 3 March 25
    **Presentor:**

9. Midterm April 5

Assessment instrument topics:

10. Strong Interest Inventory April 12
    Include gender and multicultural issues
    **Presentor:**
    Example

11. Myers Briggs Type Indicator April 19
    Include gender and multicultural issues
    **Presentor:**
    Example

12. California Personality Inventory April 26
    Include gender and multicultural issues
    **Presentor:**
    Example

13. Preparation final May 3
Assignments

1. CLASS PRESENTATION ASSESSMENT TOPICS:

- Gather the information for your presentation from your textbook and other resources. You need to use at least one resource other than the textbook.
- At the beginning of your presentation, hand-out an outline on your presentation for everyone in class. Include a reference list of your resources.
- Each presentation in class will take no more than 50 minutes.

Make sure to include:
- History, background and relevant theories.
- Critique of the area
- Gender and multicultural issues.
- One or more examples.
- New directions, findings

After the presentation class members will have 10 minutes to ask you questions about the presentation.

CLASS PRESENTATION ASSESSMENT INSTRUMENT:

- Gather the data for your presentation from test manuals and test evaluation resources. You need to use at least one resource other than the manual.
- At the beginning of your presentation, hand-out an outline on your presentation for everyone in class. Include a reference list of your resources.
- Each presentation in class will take no more than 50 minutes.
- Make sure to include:
  - The purpose of the assessment inventory
  - Theory and/or background of the inventory
  - Technical evaluation including norms, reliability, validity data
  - Critique of the inventory including major strengths and weaknesses, characteristics of clients for whom the inventory is appropriate/inappropriate
  - Gender and multicultural issues

After the presentation class members will have 10 minutes to ask you questions about the inventory.
2. ASSESSMENT REPORT

For your final paper, you will complete a “battery” of assessment instruments. You can use test manuals as well as test evaluation resources to help you write this paper. Your report regarding this battery should provide a succinct, accurate and helpful summary and integration of the test results for a counselor who would be receiving this person as a client. The report should be written in narrative form with a professional colleague as the intended recipient of the report. The assessment instruments to be taken include:

(a) Strong Interest Inventory  $12
(b) One hour of computer based career exploration using SIGI 3 free
(c) The Myers-Briggs Type Indicator (MBTI)  $12
(d) California Personality Inventory (CPI)  $12

Total Charge: ___$36___

On _____________ I will bring the test batteries to class, so you can take them home and hand them back to me, filled out, the next week, ____________. Make sure you have a check of $36 with you the day you pick up the inventories, otherwise I cannot hand them to you. If you miss these dates, you will have to make your own arrangements to get the testing done. To work on SIGI 3, you will have to make an appointment with the testing office (Room 2112 Shoemaker Building, phone 301 314 7688). For the interpretations you use the lectures, textbook and the inventory manuals, which are available for consultation and review in the testing office.

Furthermore,

- Your report should be in APA style and professionally written, so I expect correct grammar and concise, complete sentences.
- The paper should be no more than 20 pages long.
- Start the paper with the client’s reason for requesting counseling, followed by the number of sessions you have seen the client in counseling, and background information including personal, academic and career history.
- Summarize the results of the first inventory
- Provide a detailed interpretation of the results
- Have sufficient data to back up every statement you make- you may use personal data
- Repeat the last 3 steps with the other inventories.
- Integrate the findings of the background information with that of the inventories.
- Conclusions and recommendations.
- Include the Honor Pledge on your report- “I pledge on my honor that I have not given or received any unauthorized assistance on this semester’s assignments/examinations”
- Include copies of the inventories

Report is due on May 10