

CHD 621 - FUNDAMENTALS OF APPRAISAL - SPRING 2013

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Office Hours: M/T/R: 3:30 – 6:00, W/F: By appointment

Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

Course Description: Demonstration and practice in evaluating, selecting, administering and interpreting standardized tests; introduction to various psychodiagnosis methods including the clinical interview, the DSM-IV, the MMPI, and other objective personality inventories. Study of principles and purposes of assessment and appraisal, origins and development of assessment, statistical concepts basic to appraisal, and responsible use of data. Develops the basic skills for presenting assessment information in a professional setting. Relevant theoretical testing approaches are discussed.

Conceptual Framework:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of practice.
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth.

Referenced Standards:

- AL-SDE 290-3-3-.50(3)(g)1.(i) - Assessment methods and procedures, including assessing groups and individuals; gathering data and information; and selecting and using valid and reliable instruments.
- AL-SDE 290-3-3-.50 (3)(g)1.(ii) - Using assessment results in counseling students and in consultation with parents, teachers, and administrators.
- AL-SDE 290-3-3-.50 (3)(g)1.(iii) - Limitations of assessment results.
- AL-SDE 290-3-3-.50 (3)(g)1.(iv) - Legal and ethical issues in assessment.
- CACREP.2.K.7 - ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:
- CACREP.2.K.7.a - historical perspectives concerning the nature and meaning of assessment;
- CACREP.2.K.7.b - basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- CACREP.2.K.7.c - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations ;
- CACREP.2.K.7.d - reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- CACREP.2.K.7.e - validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- CACREP.2.K.7.f - age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- CACREP.2.K.7.g - strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- CACREP.2.K.7.h - an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- CACREP.2.K.7.i - ethical and legal considerations.
- CACREP.6.COM.C.4 – principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.

Prerequisites: None

Required Texts:

Drummond, R. J. & Jones, K. D. (2010). *Assessment Procedures for Counselors and Helping Professionals*. (7th ed.). Upper Saddle River, NJ: Pearson.
 American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: author.
 LiveText

Instructional Modalities: Lecture, discussion, cooperative learning, modeling, role playing, experiential exercises

Course Objectives: Upon completion of this course, students shall demonstrate knowledge and understanding of :

1. assessment methods and procedures, including assessing groups and individuals; gathering data and information; and selecting and using valid and reliable instruments; using assessment results in counseling students and in consultation with parents, teachers, and administrators; limitations of assessment results; and legal and ethical issues in assessment; AL-SDE 290-3-3-.50 (3)(g)1.(i); AL-SDE 290-3-3-.50 (3)(g)1.(ii); AL-SDE 290-3-3-.50 (3)(g)1.(iii); AL-SDE 290-3-3-.50 (3)(g)1.(iv); CACREP.2.K.7.i
2. The historical perspectives concerning the nature & meaning of assessment (CACREP.2.K.7.a);
3. Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods (CACREP.2.K.7.b, CF 2);
4. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP.2.K.7.c);
5. Selecting and using valid and reliable instruments (CACREP.2.K.7.d & CACREP.2.K.7.e);
6. Assessing groups and individuals, including age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of those individuals and groups (AL-SDE.290.3.3.50.2.A.8, CACREP.2.K.7.f);
7. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP.2.K.7.g);
8. General principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status (CACREP.2.K.7.h);
9. Principles and models of biopsychosocial assessment, theories of human development and concepts of normalcy and psychopathology leading to appropriate counseling plans. (CACREP.6.COM.C.4).

Evaluation:

Course Requirements	Outcomes & Competencies	Grading Scale
Midterm exam – 25%	1, 2, 4	A = 90 to 100
Literature review – 25%	1, 5, 6, 7,	B = 80 to 89.99
Assessment report – 15%	7, 8, 9	C = 70 to 79.99
Assessment interpretation videotape – 10%	1, 6, 7, 8	D = 60 to 69.99
Final exam – 25%	1, 3	F = 59.99 and below

Please note:

- Ψ For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
- Ψ Assignments for this course shall not contain any portion of materials submitted in another course.
- Ψ Five points will be deducted for each day beyond the due date that late assignments are submitted. If you cannot come to class when an assignment is due, you may e-mail it to the instructor and that will serve as the date it is turned in. **You will not receive a grade until you have turned in a paper copy.**
- Ψ All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
- Ψ Students are expected to complete in-class exams on the scheduled date. The instructor will determine whether a student may make up a missed exam, depending on the extenuating circumstances and the student's ability to document it. Points may be deducted based on the professional, subjective decision of the instructor.
- Ψ Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.

Description of Course Requirements:

1. Class attendance and participation -- Students are expected to attend class regularly and to inform the professor when they will be unable to attend. Students are expected to discuss and apply reading materials assigned for each class.
2. Midterm exam -- An in-class exam with multiple choice, short answer and essay questions.
3. Assessment report -- Take tests given to you by the instructor (Self-Directed Search, the Coping Responses Inventory, the NEO Personality Inventory-Revised, etc.) and write a report that you might send to another professional. Also write a reflection on what it was like to take the tests and what the results mean to you.
4. Assessment interpretation videotape – Using one or more of the assessment instruments taken in class, each person will partner with another student to make a DVD of their interpretation session. You will be evaluated on your ability to explain validity, reliability, the meaning of the assessment measure(s) and the implications of the results. A rubric is on Angel.
5. Literature review -- Students will conduct a review of the literature related to the assessment of a particular psychological state or trait using current information found in professional/scholarly journals. Articles should have been written within the last 10 years and found in peer-reviewed journals; no book reviews or book chapters are to be used. A minimum of five articles is required. Papers should include an introduction with a statement of the problem/issue; a review of the major information such as the methods used to assess the state/trait; and conclusions. The papers are to be written in a scholarly style and format (APA guidelines). Recommended length for this paper is 5-10 pages. **(Grading: APA guidelines = 10% (includes proper citations in text of paper, proper reference list, citing all references and referencing all citations, etc.) Quality of sources = 20% (includes current, refereed journals), Content analysis = 60% (includes organization and flow of the material), Overall professional judgment of instructor = 10%).** Professional papers are written in the third person. Do not use folders or envelopes; staple or paper clip your paper. In addition to turning in your paper copy, please turn in an electronic copy. The instructor may use the program “turn-it-in” to evaluate your paper.

6. Final Exam -- An in-class exam with multiple choice, short answer & essay questions.

Academic Honesty -- All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.

It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Judicial Board for disposition.

In the case of academic dishonesty, students may not avail themselves of the withdrawal policy to avoid sanctions in that course.

Attendance -- UNA's attendance policy states: "Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor." (p.33)

All faculty in the Counselor Education department have adopted the following policy:

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

Accommodation Statement -- In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Emergency Procedures -- Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

Class Schedule & Course Content:

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
1/10	Introduction to Assessment What is Assessment? Historical Perspectives Assessment & Technology Controversial Issues in Assessment	1
1/17	Methods & Sources of Assessment Information Initial Interviews Tests Observation Collateral Sources	2
1/24	Statistical Concepts Scales of Measurement Central Tendency Variability Normal Curve Interpreting Test Scores on CD (01) Understanding Assessment Scores Criterion-Referenced Scores Norm-Referenced Scores Norming Groups Tables & Profiles	3 & 4
1/31	Reliability & Validity Reliability Coefficients Methods of Estimating Reliability Standard Error of Measurement Increasing Reliability Threats to Validity Content Validity Criterion-Related Validity Construct Validity Coopersmith Self-Esteem Inventory on CD (03)	5 & 6
2/7	Selecting, Administering, Scoring & Interpreting Assessment Results Selecting Assessment Instruments Administering Assessment Instruments Scoring Assessment Instruments Interpreting Assessment Results	7
2/14	Midterm Exam	
2/21	Assessment of Intelligence & General Ability Theories of Intelligence Intelligence Tests	8

Issues in Assessing Intelligence
Assessing Intellectual Ability on CD (04)

2/28	Assessment of Achievement & Aptitude Standardized Achievement Tests Adult Achievement Tests Performance Assessment Portfolio Assessment Multiple Aptitude Test Batteries Specialized Aptitude Tests Assessing Achievement using the Stanford on CD (05) Assessing Achievement using the WRAT on CD (06) Assessment using the WISC, WIAT on CD (07) Assessing Aptitude using the ASVAB on CD (08)	9 & 10
3/7	Career & Employment Assessment Literature review due Interest Inventories Career Development Inventories Interviews Employment Assessment Trends in Employment Assessment Career Assessment using the CISS on CD (09)	11
3/14	Personality Assessment & Clinical Assessment Defining Personality Personality Inventories Categories of Personality Inventories Defining Clinical Assessment Observation Cultural Consideration in Clinical Assessment Addictions Assessment Assessment using the MMPI, SCL-R, BDI on CD (10, 11, 2)	12 & 13
3/21	Take assessments	
3/28	No class - Spring Break	
4/4	Communicating Assessment Results Feedback Sessions Problem Areas Assessment Reports Well-Written Reports Spirituality Assessment Wellness Assessment Create Informed Consent Form	16
4/11	Assessment in Education School Assessment Programs Assessment Activities of School Counselors	14

Needs Assessment
Consulting with Teachers
Test Anxiety
Assessment of Giftedness on CD (13)

4/18	Assessment Issues with Diverse Populations Assessment Report due Multicultural Assessment Test Bias Strategies Assessment of Individuals with Disabilities Standards for Assessment with Diverse Populations	15
4/25	Ethical & Legal Issues in Assessment Videotape due Professional Standards & Codes of Ethics Ethical Issues in Assessment Legal Issues in Assessment	17
5/2	Final exam	

This schedule should be considered a tentative outline for the course and subject to change.

I have received a copy of the syllabus for CHD 621. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Print Name

Signature

Date