

## Assessment & Evaluation Procedures

### COUN 557 3SH Spring 2011

---

Cheree Hammond, Ph.D.  
Phone #: 432- 4228

Office Hours:  
By Apt.

E-mail: cheree.hammond@emu.edu  
Clh7v@virginia.edu

---

### **Course Description:**

This course is designed to introduce students to the basics of assessment and evaluation, both individual and group, methods of administration, their use in the course of treatment planning and case conceptualization, to explore and discuss issues related to assessment and evaluation, and to introduce ethical considerations for the counseling professional.

### **Need for this Course:**

What use is a class on assessment to students of counseling? Often we encounter clients, particularly children, who have experienced difficulties within their schools, communities or homes that have warranted formal investigation. The results of these investigations (assessment) often illuminate for us the ways that our clients function in their worlds, revealing strengths and areas where support may be important. Assessment and evaluation is often an important component of our work with adults as well, whether formal or informal. Assessment can reveal the depth of depressive symptoms, for example, or the dimensions of creative ability. Whatever the assessment, however, it is important that in our role as counselor and advocate for our clients that we are able to make use of assessment results to develop high quality interventions.

The informed use and consumption of assessment is a component of the scientist-practitioner model included within the mental health practitioner's identity.

### **Course Goals and Objectives:**

- 1) To examine the historical roots of testing and assessment (7a)
- 2) To examine the use of assessment instruments in the following domains: educational assessment, assessment of intelligence, career and occupational assessment, clinical assessment, and informal assessment. (7b)
- 3) To become proficient at basic methodological and statistical principles related to testing including: frequency distributions, measures of central tendency, measures of variability, correlation coefficients, factor analysis, standard error of measure, and standard error of the estimate. (7c)
- 4) To understand the concepts of test worthiness, including: reliability, validity, practicality, and cross-cultural fairness. (7d, e)
- 5) To understand the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (7f)

- 6) To consider the "purpose" of assessment in educational and agency settings.
- 7) To examine social, professional, ethical, and legal concerns related to testing and assessment and to become particularly sensitive to issues of confidentiality, informed consent, and invasion of privacy issues. (7g)
- 8) To understand proper test administration and test interpretation.
- 9) To apply knowledge of assessment in the following ways: as consultant to other professionals, in assisting clients in their learning process and their psychological growth, as supervisor to others who are administering tests, as a developer of needs assessment techniques, and as an evaluator of treatment approaches and training programs.
- 10) To learn clinical interviewing techniques and mental status assessments.
- 11) To learn the basics to DSM-IV-TR and how it can be helpful in the assessment of clients.
- 12) To learn the purposes and content of written test reports.

*\*Codes coincide with CACREP standards for Assessment and Evaluation. A full list of standards is available at [www.cacrep.org](http://www.cacrep.org). CACREP is our professional accrediting body.*

### **Class Procedures & Method of Instruction:**

This course will incorporate discussion, lecture, experiential learning, presentations and guest speakers. The teaching style and approach to this course will be one of collaborative and experiential learning.

### **Required Texts:**

- ❖ Neukrug, E., Fawcett, C. (2010). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists*, 2<sup>nd</sup> Ed. Brooks/Cole: Belmont, CA.
- ❖ Lichtenberger, E. O., Mather, N., Kaufman, A. S., & Kaufman, N. L. (2004). *Essentials of Assessment Report Writing*. Wiley Press: Hoboken, NJ.
- ❖ Readings as provided

## Required Elements of this course:

**Participation & Preparation:** Full participation means that you are contributing actively and professionally to discussions and activities involving the whole class. It is essential that you come to class prepared. Coming prepared means that you have completed the readings and are ready to talk about them.

**Quizzes:** We will have weekly quizzes in order help support steady progress through material. You can expect these assessments to cover the assigned readings.

**Self Reflection:** You will self-administer 3 assessments (one of which must be the 16 PF) and write a 3-5 page self-reflection on what you learned from your experience of taking the tests and through your results. You do not have to share your results if you are not comfortable doing that, but you do need to reflect on what you learned from them.

### **Discussion Leader:**

Each student will be required to lead a 15-20 minute discussion on some aspect of the assigned reading for the week. Students are not limited to the required text, but if drawing from other readings, they should relate what the class as a whole has read.

***Leading a discussion:** Your responsibility as a discussion leader is to coordinate your topic with any other discussion leaders that may be leading during that class period. Your role as discussion leader is an individual requirement so you will not be able to collaborate in this particular assignment, therefore you will need to be sure that your discussion topic does not duplicate the discussion topic of another presenter.*

*Your role as discussion leader is to familiarize yourself with your topic and prepare discussion points that will guide conversation around the concept or issue you have chosen. You may decide to present during that time or to facilitate conversation, however, your familiarity with the issue should be evident.*

**Research Report:** Each of you will write a 10-page APA style research paper. This paper should include an issue in assessment. Your paper should include 13-15 references (no more than 1 of which may be an internet resource). Your paper should be an *analysis and integration* paper and not simply a report on what you have read. You will find an evaluation rubric at the end of this syllabus.

***Peer Review:** Each of you will submit 2 copies of your first draft on 3/16. I will review one copy and a peer, selected randomly, will review the second. You should include a copy of both the peer reviewed paper and feedback as well as the paper and feedback I provide for you when you turn in your final paper. You will receive 5 points for your evaluation of your peer's work.*

## Evaluation

Activity	Point Value	%
Weekly Quizzes	50	10
Mid-Term Exam	100	20
Final Exam	100	20
Self-Reflection	80	16
Discussion Leader:	35	7
Research Report	100	20
Participation	35	7
<b>Total</b>	<b>500</b>	<b>100%</b>

**Collaborative Learning Presentations:** Together, as a class, we will develop a series of collaborative learning topics from which groups can draw. Groups will then present, for one hour each, on career related topics of interest to the class as a whole.

### Grading Scale:

A	465-500	B-	400-419
A-	450-469	C	370-399
B	420-449		

### Academic Integrity:

The EMU faculty and staff of the Graduate Counseling Program care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Taken from EMU's Academic Integrity statement, 2010).

### Disability Support:

If you have received services in the past related to a learning disability or attention deficit disorder or experience some other difficulty, such as a hearing loss or visual impairments, and feel these experiences may challenge your ability to be successful in this course, please make an appointment to speak with me or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

## Class Schedule

### Topic & Required Readings

---

1/12/11    **Introduction: Exploration of the Syllabus & Introduction to the History and Purpose of Assessment**

<i>Introduce the syllabus</i>	<b>Convocation at 9:50</b>
<b><i>Select presentation dates</i></b>	
<i>Introduce Assessment</i>	

1/19/11    **Ethical, Legal and Professional Issues**

Discussion Leader:

**For today's class please read:**

Neukrug & Fawcett CHS 1 & 2; **Lichtenberger CH 1, 2 & 9**

<b>Quiz #1</b>	<b>Meet in classroom 025 this week For the rest of the semester room 109</b>
<b>Discussion Leader #1:</b>	
<b>Discussion Leader #2:</b>	

1/26        **Measuring Test Worthiness and Understanding Score construction**

**For today's class please read:**

Neukrug & Fawcett CHS 3, 4, & 5

<b>Remember to meet in room 109 for the remainder of the semester!</b> <b>Quiz #2</b>	<b>This will be a fast-paced discussion, please be sure to read the material!</b>
--	---

2/02/11    **Intake, Observation, MSE, & GAF as forms of Assessment**

**For today's class please read:**

Neukrug & Fawcett CH 10 & pages 253-255 (GAF) & 269-271 (mental status); Lichtenberger CHS 3 & 4; Expanded GAF article

<b>Quiz #3</b>	<b><u>Proposal Due</u></b>
<b>Discussion Leader #3:</b>	<b><u>16 PF should be completed</u></b>
<b>Discussion Leader #4:</b>	

2/09      **Art as Assessment of Children:**  
**Reading provided**

<b>Quiz # 4</b>	<i><b>We will see:</b> Schools and Creativity/Educational Paradigms By Sir Ken Robinson</i>
<b>Discussion Leader # 5:</b>	
<b>Discussion Leader # 6:</b>	

2/16      **Personality Assessment: 16 PF Presentation**  
Neukrug & Fawcett CH 9; Lichtenberger CH 7  
**Guest Lecture:** Dr. Annmarie Early, Eastern Mennonite University

<b>Quiz # 5:</b>	<b><u>Outline Due: Include 5 References</u></b>
------------------	---

2/23/11    **Mid-Term Exam**

3/02/11    **Trauma Assessment; Risk Assessment**

<b>Quiz #6</b>	<b>2<sup>nd</sup> Test should be completed</b>
<b>Discussion Leader #7:</b>	
<b>Discussion Leader #8:</b>	
<b>Discussion Leader #9:</b>	

3/09/11    **Spring Semester Recess**

3/16/11    **Projective Assessments**  
**Guest Lecture:** Dr. Elena Savina, Assistant Professor, Graduate Psychology Program, James Madison University  
**For today's class please read:**  
Neukrug & Fawcett CH 9

<b>Quiz #7</b> <b>Please arrive on time for our guest speaker.</b>	<b><u>First Draft Due: Bring 2 copies w/ rubric stapled to the back (one for me and one for your peer reviewer)</u></b>
---	---

**3/23      Aptitude and Achievement Assessments: WISC & WAIS**  
**For today's class please read:** Neukrug & Fawcett CHS 6 & 7

<b>Quiz #8</b>	<b>Peer review due today (give it to your partner): Late reviews will make it difficult for your partner to incorporate your feedback!</b>
<b>Discussion Leader #10:</b>	
<b>Discussion Leader #11:</b>	
<b>Discussion Leader #12:</b>	
<b><i>Practice Administration Today</i></b>	

**4/06      Family Assessment: Marschak Interaction Method**  
**For today's class please read:**  
 Lichtenberger CH 8  
 Guest Speaker: Greg Czayaszczon, Crossroads Counseling Center & JMU instructor

<b>Quiz #9</b>	<b>3<sup>rd</sup> test should be completed</b>
----------------	--

**4/13      Functional Assessment of Children: BASC**

**For today's class please read:**  
 Lichtenberger CH 9 & 10

<b>Quiz #10</b>	<b><i>Self Reflection Due Today</i></b>
<b>Discussion Leader # 13:</b>	
<b>Discussion Leader #14:</b>	
<b>Discussion Leader # 15:</b>	
<b>Role Play Today</b>	

**4/20      Making Use of Assessments in Treatment Planning: Diagnosis Specific Responding**  
**For Today's Class Please Read:**  
 Lichtenberger CH 5 & 6; Bring your DSM

<b><i>Case Studies Today</i></b>	<b><u>Final Paper Due</u></b>
<b>Discussion Leader# 17:</b>	
<b>Discussion Leader # 18:</b>	
<b>Discussion Leader # 19:</b>	

**4/27      Final Exam (Cumulative)**

This schedule is tentative and may be subject to change.

## Assignment Checklist

<b>Assignment</b>	<b>Points Available</b>	<b>Points Earned</b>
<i>Quiz #1</i>	5	
<i>Quiz #2</i>	5	
<i>Quiz #3</i>	5	
<i>Quiz #4</i>	5	
<i>Quiz #5</i>	5	
<i>Quiz #6</i>	5	
<i>Quiz #7</i>	5	
<i>Quiz #8</i>	5	
<i>Quiz #9</i>	5	
<i>Quiz #10</i>	5	
<i>Self-Reflection</i>	80	
<i>Mid-term Evaluation</i>	100	
<i>Final Evaluation</i>	100	
<i>Discussion Leadership</i>	35	
<i>Research Paper Proposal</i>	5	
<i>Research Paper Outline</i>	15	
<i>Research Paper Draft 1</i>	35	
<i>Peer Review</i>	5	
<i>Research Paper Final Draft</i>	40	
<i>Participation</i>	35	
<b>TOTAL</b>	<b>500</b>	

If you do not feel absolutely clear about the required assignments, their requirements, due dates or how you will be evaluated in this course please contact me and I will be glad to make any clarifications you need! If you are unclear, it is your responsibility to contact me with your questions.



## **Research Paper Rubric & Guidelines**

### **Writing Research Reports for Psychology**

#### **Basic Structure of the Introduction:**

1. Start with a statement of the problem you have decided to address. It is important to begin your paper with a strong and interesting introduction. Be careful not to sensationalize or over-state while at the same time influencing your reader that your topic is worth reading further.
2. Define key terms and outline theoretical background where relevant.
3. Review the relevant research. For more information on literature review visit the OWL on-line at Purdue University, the writing lab, or contact me.
4. Briefly describe what your paper will do, for example, explore assessments for a special population, what will be covered, and what will be left out due to space constraints.

#### **The Body of your paper:**

5. The body of your paper should flow well and clear and logical transitions should connect one idea to the next. Describe relevant theories and ideas in more depth than in your introduction. Make connections between theories or concepts, point out any questions that are left unanswered by these theories.
6. Your paper should be organized in a manner that makes logical sense. You may decide to explore an idea chronologically, or thematically, but your paper should be your own, both in ideas, in organization and presentation. Familiarize yourself with what constitutes plagiarism.
7. You will want to make connections between ideas that seem important to you—this will help to illustrate your advancing cognitive complexity and growing knowledge.

#### **Conclusion:**

8. Your conclusion should summarize your ideas and provide a key take-home message for your reader. Finally, where appropriate, offering ideas for further research can be an important contribution to the literature.

In the following pages, you have been provided a rubric. Please print a copy of the rubric for your peer reviewer and attach it to the first draft of your paper.

I will use this rubric when grading your paper so please follow it closely. **Providing one another with informative reviews may improve over-all class grades considerably.**

# Research Paper Rubric

## Title Page

Domain	Poor	Average	Good	Very Good	Excellent
APA Style					
Title (reflects content)					

Use reverse for Comments:

Domain	Poor	Average	Good	Very Good	Excellent
APA Style					
Page length					
Originality					
Introduction					
Free of typos					
Clear/concise writing					
Flow of Ideas & Clear Transitions					
Content of the paper is relevant to counseling					
Goes beyond textbook					
Demonstrates analysis of the topic					
Conclusion					
Incorporates appropriate peer recommendations					

Use reverse for Comments:

## References

Domain	Poor	Average	Good	Very Good	Excellent
APA Style					
Complete*					
13 quality Resources**					

## Drafts:

Domain	Poor	Average	Good	Very Good	Excellent
First Draft					
Final Draft					

\*Every citation in the paper is included in the reference page; all citations in the reference page are in your paper.

\*\*Final Draft On