

MHS 6220 - APPRAISAL AND EVALUATION IN COUNSELING

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

Catalog Description

The course Appraisal and Evaluation in Counseling is designed to examine the use, interpretation and application of psychological tests, and other tools of a psychological nature, to the assessment, evaluation and diagnosis of individual, marital, family, group and systemic disorders and dysfunctions. Specific emphasis is given to the uses of psychological tests' results in the development of counseling interventions to fit school and mental health settings.

Text

Readings as assigned.

You are expected to access library resources to complement the textbook

Course Objectives

Based on information covered in this course, student will develop:

1. a solid and informed professional stance regarding the use, utility and appropriateness of psychological assessment results on which to base clinical decisions. Including a knowledge of the ethical standards of ACA as they relate to appraisal and evaluation.
2. familiarity with the primary categories of psychological assessments (e.g., intellectual, neuropsychological, objective and projective personality, and vocational/career assessment).
3. basic skills in the evaluation and interpretation of psychological reports and the ability to communicate assessment findings to clients and others.
4. skills to recognize and appreciate the relationship between the assessment process and counseling processes.
5. abilities to discern the fundamentals of test construction and administration. Including an understanding of the: statistical concepts of measurement, validity and reliability.
6. abilities to conduct assessment interviews, compose reports based on the results of assessments instruments and processes, and provide oral reports based on findings.
7. abilities to connect results of assessment instruments to clinical diagnoses and treatment strategies.
8. abilities in the use of statistical programs that can be used in conjunction with assessment, including in the areas of career, school, personality and research.
9. skills to understand multicultural issues as they relate to assessment, along with an understanding of the historical perspective of assessment.
10. a few fun idea about statistics that will impress your friends.

Florida Department of Education area Competencies: 3.1-5, 6.1, 7.2, 7.3, 8.1,

CACREP General: K.1.h, 4.f, 7.a-I, 8.c-d.

School: A.6-9, B.1, B.2, C.1. a-c.

Mental Health: C. 1.,3.-4., 7.

Course Goals

Understanding assessment and measurement is a key to psychological service delivery. Master level practitioners frequently are solicited to provide psychological assessment services under the supervision of licensed psychologists. Professional and ethical responsibilities demand competence in psychological assessment (use, administration, evaluation, interpretation and reporting of results) for any individual involved in such practice. Keeping with ethical, legal, and moral responsibilities, this course aims to equip students with functional knowledge, skills and abilities to evaluate the appropriateness of psychological assessment instruments and their adequacy to address specific clinical questions.

Course Requirements

1. **Class attendance and participation:** The seminar format is used in this course. Therefore, your attendance and participation contributes to the determination of your final grade. Attendance is defined as being in class. Participation is defined as your contributions to the class that reflect conceptual and practical understanding of information about psychological assessment.
2. **Group Work:** The class will do many activities in small groups on a weekly basis. Your work on these activities as well as your overall and individual group performance
2. **Examinations:** There will be three exams in this course.
3. **Presentations:** Competently and thoroughly present a seminar about an area of assessment. For example, the presentation may cover topics such as:
 - a. Assessment of learning disabilities
 - b. Assessment of personality
 - c. Assessment of couples and/or families
4. **Evaluate a test:** Choose an area of interest and select an assessment measure that you wish to evaluate through sources such as Mental Measurement Yearbook, journal articles and other resources, much of this work will be done in the group.

Evaluation and Grading Criteria

Exams	50 points per exam
Presentation	50 points
Attendance and Participation	50 points
Homework & test eval	50 points
Group work	100 points
Total: 400 points	

Final grades will be assigned following the College of Education (COE) guidelines.

A= 95 to 100%	C = 70 to 74%
A-= 90 to 94	C-= 67 to 69%
B+= 87 to 89%	D+= 65 to 66%
B= 80 to 86%	D= 61 to 64%
B-= 78 to 79%	D-= 59 to 60%
C+= 75 to 77%	F= < 60

Schedule of Events*

<u>Week and date</u>	<u>Readings, Topics and Activities</u>
1	Introduction, Syllabi, Class, Questions and Answers History Basic concepts of standardized and non standardized testing
2	Interpretation of tests, statistical concepts, SPSS (Excel) -central tendencies, reliability and validity

- ch.1, 3, 4
GROUP Selection
- 3 Ethics, qualifications of test users and more concepts
Chapter 2, reading
and the ACA Ethical Standards regarding tests (ACA web-site)
- 4 Chapter 17, readings (May use this class to emphasize validity and reliability)
Communicating test results, The Mental Status Exam and other methods of information gathering
(their strengths and weaknesses)
- 5 **FIRST EXAM**
- 6 Clinical Assessment Issues
The role of the examiner
Interpreting scores, IRT
Ch 5 (long chapter)
- 7 Intellectual Assessment
Psychological Attributes and Decisions
Chapter 6, 7
- 8 Intellectual Assessment and achievement (cont.)
Assessing Learning Disabilities
School assessment
Ch. 8, readings **TEST EVAL DUE**
Presentations (2) -
- 9 **SECOND EXAM**
Personality Assessment
Objective assessment (The MMPI-2)
Strong (www.cpp-db.com)
Chapter 10, readings
- 10 Assessment in educational settings
Assessment of diverse populations
The nature of psychological reports
Chapter 15, 16
Presentation -
- 11 Vocational and Clinical Assessment
Ch 9, 11
Presentation
Personality Assessment (cont.)
- 12
- 13 Computers in testing
Neuropsychological Assessment
- 14 From the Bender-Gestalt to the Halstead-Reitan
Ch 14 Readings
- 15
- 16 **FINAL EXAM**
*Deviations from the schedule may be necessary
One class period will be combined in order to have individual test communication out of class

General Guidelines for the Presentation

Time:

Your presentation ought to cover the subject matter in 45 to 60 minutes. If you need more time to do justice to the topic, your interest, and the amount of material that you researched, we will negotiate for 10 to 15 minutes increments. However, carefully watch the content of your presentation. Be factual.

Material:

You may use any relevant material to address the topic selected. Materials from scientific publications are preferred.

Manner of presentation:

Be creative! What you use and how you do your presentation depends on the preferences of your group. I prefer for all of the members of your group to be involved in the presentation. Video-tapes and audio-tapes can be valuable resources of information. You may use video-tapes for your presentation, but don't rely heavily on any particular tape.

What do I have to do?

Your presentation needs to address assessment issues in the area you selected. You may want to address questions such as: how has this area developed? Which ones are the most common assessment instruments employed in this area? What are the advantages of assessing individuals in the most common manner in which assessment is done in this area? What are the weaknesses? What other factors might be linked to this area? Psychometrically, and in terms of construct validity, what else can be done in this area? What kinds of tests are there to assess in this area? What are the psychometric properties of tests in this area? You can give a demonstration of the administration process, the scoring, and the interpretation of scores, if you use a test for a demonstration. If you have access to a school or clinical psychologists consult with them.

The aim of the presentation:

The aim of the presentation is to educate us about an issue your group found important and interesting within the topical areas. Remember, your presentation must fit under the overall topic area of the class.

Handout:

A 2 to 3 pages paper is to be distributed in class the day of your presentation. In this paper report the major findings of your research. Useful things you may want to include are bibliographies, references, references to outstanding works in the area, etc.

Exam Questions:

Generate 3 questions (essays) that may be considered and included in one of the examinations. Be challenging.