

## Spring 2023

### EDPC 5335. Principles of Appraisal and Assessment (CRN:23895)

The University of Texas at El Paso

College of Education

Department of Counseling, Special Education, and Educational Psychology

**Instructor:** Eunae Han (*Phonetic Spelling: oo-neh haan*), Ph.D.  
Assistant Professor of Clinical Mental Health Counseling

**Office:** EDUC #705

**Work Phone:** 915-747-7585

**Office hours:** M & W, 4:00 pm – 5:00 pm

**E-mail:** [ehan@utep.edu](mailto:ehan@utep.edu)

- ✓ To schedule an appointment, please send me an e-mail with your name, department, course name you are taking from me, several available time options, and a topic for the meeting at least one week ahead of time.
- ✓ I will try my best to respond to your questions and concerns within two business days; if you do not receive a response from me within two days, please send me a friendly reminder ☺

**Class Meeting:** Wednesdays, 5:15 pm - 7:50 pm @ UGLC 336

**Restrictions:** Restricted to majors of CNSL, DIAG, GUID, SPED

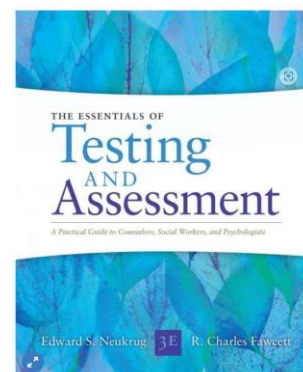
**Prerequisites:** EDPC 5317 w/B or better AND  
EDPC 5341 w/B or better AND  
EDPC 5345 w/B or better AND  
EDPC 5346 w/B or better.

#### **Required Text and Reading Materials:**

- Neukrug, E. S., & Fawcett, R. C. (2019). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists, Enhanced*. Cengage Learning. ISBN-13: 978-1285454245/ISBN-10: 1285454243

#### **Suggested Texts:**

- Rosenthal, H. (2013). *Encyclopedia of counseling: master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination*. Routledge.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*.
- Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues on Blackboard.



#### **Course Description:**

The purpose of the Principles of Appraisal and Assessment class (EDPC 5335) is to help students understand the role of individual appraisal and apply the skills necessary to administer, score, and interpret basic assessment materials. This course is specifically designed for students pursuing degrees in mental health, school, and rehabilitation counseling in a CACREP-accredited program who plan on working as professional counselors in various counseling

settings. The course includes theoretical concepts of individual appraisal including psychometric and statistical aspects, knowledge of various assessments, and application of the skills to work with multicultural considerations in assessment.

### Course Objectives:

Please see the table on pages 13 to 18 for course objectives aligning with CACREP standards.

### Expectations of Students:

- The graduate learning experience is benefited from the scholarly discourse of all students enrolled in the class. For this reason, **it is imperative that attendance in class be a priority**. Graduate students typically are very professional in their attendance and punctuality to class sessions. If for some reason you must make a professional decision not to attend class, you must send me an e-mail one day prior to class. If you are late to class more than three times, it may result in a decrease in your final grade.
- ✓ Any decision to close or delay open of The University of Texas at El Paso during severe weather will be made after several factors are considered, including current and forecasted weather conditions, street conditions, and any decision made by the major public-school districts to cancel classes. The Director of University Communications will notify all local news media. Every effort will be made to notify area television and radio stations no later than 6:00 a.m. if the University is to be closed for all or part of the day. An associated notification will be made to the University by means of the MinerAlert text messaging system. To notify you of changes in class meetings due to inclement weather or any other reasons, Dr. Han will also send a class email and post it on the Blackboard as appropriate.
- Tardiness or absences will be discussed in private as a professional conduct issue in alignment with professional personnel requirements. If you have a verified and documented reason to be late to class, you may be excused from this requirement. Even after a professional discussion **if you continue to show poor professional judgment in attendance, you will receive a decrease in overall grade for the course**.
- Students are responsible for reading the assignments prior to class as well as punctual delivery of assignments. Students are responsible for notifying the instructor of any difficulties in meeting these expectations. **Late submission of assignments will be penalized by TWO percentage points per day**. Regarding the **Quizzes, no late work will be accepted** if the reason is not considered excusable.

### Assignments and Student Performance Evaluation Criteria:

All assignments will be posted on Blackboard and the required documents must be submitted to Blackboard by the deadline to be eligible to earn full credit.

1. Each student is expected to complete readings prior to the class meeting for which it is assigned.

2. Each student is expected to attend all sessions and participate in detailed discussions. Failure to do so can result in a lowered course grade, at the discretion of the instructor. Each student is responsible for participating in the application of assessment practices in the classroom, which are assigned points. These experiences are designed to assist the student in learning the basics of gathering information and assessing client concerns. The application components count for 10% of your grade, a total of 10 points.

3. **Two Online Discussions:** Each student is responsible for completing all online discussions. Information from all assigned readings and lectures may be included in the online discussion. The two online discussion components account for 20% of the final grade, a total of 20 points (10 points each).

4. **Two Quizzes:** Each student is responsible for completing timed quizzes consisting of multiple-choice and/or extended-response questions. The two quizzes components account for 20% of the final grade, a total of 20 points (10 points each).

5. **Student Presentation on a Specific Measurement:** Students will work in groups to lead one class lecture and discussion. Students will choose the topic that they want to learn more about on the following topics: Personality Assessment including (1) Big Five, (2) MBTI—form M, Clinical Assessment including (3) MMPI, (4) Suicidal Assessment such as C-SSRS, and (5) Beck Depression/Anxiety Inventory, (6) Conner's Parent Rating Scale, Career and Occupational Assessment including (7) Strong Interest Inventory and (8) O\*NET, (9) Alcohol and Substance Abuse Assessment including MAST and SASSI, and (10) one assessment that students choose. Students should use the PPT format to guide portions of the lecture and the materials presented are recommended to be a combination of evidence-based and experiential learning components (e.g. social media, YouTube videos, and so on). A grading rubric will be provided on Blackboard, and it is also attached at the end of the syllabus. Students' peer evaluations will be conducted, and the form is attached to page 21. Students also have a responsibility to set up a meeting with the instructor to discuss plans for the presentation. For this meeting, students bring an outline and/or initial slides for review and feedback. The presentation component accounts for 15% of the final grade, a total of 15 points.

6. **Assessment Application (AA):** Each student is expected to have AA experiences on designated days. These experiences are designed to assist the student in learning the basics of gathering information and assessing client concerns. The application components count for another 20% of your grade, a total of 20 points.

6-1. AA Day 1 (10 pts): Conducting a counseling intake session. Each student is expected to be able to conduct a session with a classmate and gather information.

i. Initial Intake Session: Conduct an initial intake session with your participant. You will be collecting demographic information, developing a referral question, conducting a thorough examination of the participant's history, and conducting a mental status exam. A sample intake session form is posted on Blackboard.

ii. Intake Summary: Submit a brief written report of your intake session with your participant. This report will follow a standard case conceptualization outline including the results of the mental status exam. An example (completed intake session form) is posted on Blackboard.

6-2. AA Day 2 (10 pts): Select a clinical, personality, intelligence or behavioral assessment tool of your choice and administer it to a classmate. Complete scoring and interpretation and

provide a brief summary of your experience in the Online Discussion Forum for AA Day 2. Make sure to respond to all discussion questions.

7. Student Final Reflection Paper: The purpose of this paper is to integrate the concepts covered in class into students' knowledge. Students will summarize the information about the test they chose and explain why they chose that test for their paper. More importantly, critical reflection is the focus of this paper. I am looking forward to reading your reflection on learning or presenting/administering the tool. The total number of pages would be three to five pages following the APA 7th Style. You will find the resources for the APA style on the first module of the Blackboard: Purdue OWL. This paper is worth 15% of the final grade, for a total of 15 points.

### Evaluation:

#### Grades are earned as follows:

**A** = 90 – 100 points

**B** = 75 – 89 points

**C** = 60 – 74 points

**D** = 50 – 59 points

**F** = < 49 points

Assignments	Points	Percentage
In-Class Application	10 pts ( 2 points each)	10%
Online Discussion	20 pts (10 points each)	20%
Quizzes	20 pts (10 points each)	20%
Assessment Application (AA) days	20 pts (10 points each)	20%
Student Presentation and Reflection	30 pts (15 points each)	30%
Extra Credit Opportunities	TBD	NA

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time. ✓Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives a B while a score of 90.0 receives an A.

**Assignments Scoring Rubrics: see the pages 19 & 20**

**Tentative Course Schedule: (See Below)**

<b>Week</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READING/ASSIGNMENTS</b>
1	Jan. 18 <sup>th</sup> In-person Meeting	Syllabus Introduction to Appraisal and Assessment	ETA Preface and Ch. 1
2	Jan. 25 <sup>th</sup> In-person Meeting	Test Worthiness: Validity, Reliability, Practicality, and Cross-Cultural Fairness  Making Meaning Out of Raw Scores Creating New Scores to Interpret Test Data	ETA 5, 6, 7 • Submit a Syllabus Signed
3	Feb. 1 <sup>st</sup> Asynchronous ONLINE	History of Testing and Assessment  Ethical, Legal, and Professional Issues in Assessment	ETA 1 & 2 • Online Discussion by <u>Feb. 5<sup>th</sup></u> (10 points)
4	Feb. 8 <sup>th</sup> In-person Meeting	Multicultural and Social Justice Perspective in Assessment and Appraisal	Articles
5	Feb. 15 <sup>th</sup> Asynchronous ONLINE	Review Chapters • 1, 2, 5, 6, & 7	• <u>Quiz 1 (10 points) by Feb. 19<sup>th</sup></u>
6	Feb. 22 <sup>nd</sup> In-person Meeting	Personality Assessment • Big Five • Myers-Briggs Type Indicator – Form M	Articles • Student Presentations (15 points) • In-Class Application (2 points)
7	Mar. 1 <sup>st</sup> Asynchronous ONLINE	Assessment of Educational Ability, Intelligence, and Cognitive Functioning Assessment • WISC • WAIS	ETA 8 & 9 • Online Discussion by <u>March 5<sup>th</sup></u> (10 points)
8	Mar. 8 <sup>th</sup> In-person Meeting	Clinical Assessment 1 • MMPI • Suicide Assessment (e.g., C-SSRS)	ETA 11 Articles • Student Presentations (15 points) • In-Class Application (2 points)
Spring Break (Mar. 15 <sup>th</sup> ) – No Class			

9	Mar. 22 <sup>nd</sup> In-person Meeting	Clinical Assessment 2 <ul style="list-style-type: none"> <li>• Beck Depression/Anxiety Inventory</li> <li>• Conner's Parent Rating Scale-Revised</li> </ul>	ETA 11 Articles <ul style="list-style-type: none"> <li>• Student Presentations (15 points)</li> <li>• In-Class Application (2 points)</li> </ul>
10	Mar. 29 <sup>th</sup> Asynchronous ONLINE	Review Chapters 8, 9, & 11	<ul style="list-style-type: none"> <li>• <u>Quiz 2 (10 points) by Apr. 2<sup>nd</sup></u></li> </ul>
11	Apr. 5 <sup>th</sup> Asynchronous Teamwork	AA Day 1	<ul style="list-style-type: none"> <li>• Brief Report Submitted Online by Apr. 9<sup>th</sup> (10 points)</li> </ul>
12	Apr. 12 <sup>th</sup> Asynchronous ONLINE	AA Day 2	<ul style="list-style-type: none"> <li>• Online Discussion of AA Day 2 by Apr. 16<sup>th</sup> (10 points)</li> </ul>
13	Apr. 19 <sup>th</sup> In-person Meeting	Career and Occupational Assessment <ul style="list-style-type: none"> <li>• Strong</li> <li>• O*Net</li> </ul>	ETA 10 <ul style="list-style-type: none"> <li>• Student Presentations (15 points)</li> </ul> In-Class Application (2 points)
14	Apr. 26 <sup>th</sup> Asynchronous ONLINE	Final Paper Writing Day - Visit office hours if necessary	
15	May. 3 <sup>rd</sup> In-person Meeting	Alcohol and Substance Abuse Assessment <ul style="list-style-type: none"> <li>• MAST or SASSI</li> <li>• Student's Choice (e.g., PCL-5 or TAT)</li> </ul>	ETA 11 & 12 <ul style="list-style-type: none"> <li>• Student Presentations (15 points)</li> <li>• In-Class Application (2 points)</li> </ul>
16		FINAL Paper Submission	<ul style="list-style-type: none"> <li>• Submit Paper (15 points) by May. 10<sup>th</sup></li> </ul>

## **COURSE POLICIES**

### **Course Content and Material**

While there are no sensitive or potentially disturbing information or activities, *students may find themselves challenged* by reading material, critical discourse, and writing assignments which *require self-evaluation* as they develop increased awareness, knowledge and skills pertaining to counseling and working in various settings.

We also need advanced warnings if sexually explicit material will be presented. During this course, it is possible that class discussion may address material of a sexual nature. Or, we may discuss early traumatic experiences that is prevalent in our society. If you are uncomfortable with these discussions, please inform the instructor. It will be to your benefit, however, to participate in these discussions to the fullest extent possible given the uncertainty of topics that may arise with students with whom you may work in the future.

### **Respect for Diversity**

It is my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. The comprehension assessments have been scheduled to avoid conflicts with major religious holidays. If I have inadvertently scheduled a major deadline or comprehension assessment that creates conflict with your religious observances, please let me know as soon as possible so we can make other arrangements.

### **Accommodations for Disabilities**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **Academic Honesty and Policy on Academic Misconduct:**

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying

research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **Plagiarism Detecting Software**

Some of your course work and assessments may submitted to *SafeAssign*, a plagiarism detecting software. *SafeAssign* is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **Copyright Statement for Course Materials**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **Electronic Communication – UTEP email**

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

- Log on to [www.utep.edu](http://www.utep.edu)
- Click on my.utep.edu
- Click on [Get your UTEP account here](#)
- Follow prompts to activate your E-mail
- If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

### **Zoom Sessions**

This class may need that you participate in scheduled Zoom sessions. Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session, please let me know as soon as possible so that accommodations can be made when appropriate.



**Netiquette**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Making a Suggestion or a Complaint/ Student Grievances**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the department chair. Complaints must be made within six months of the incident.

- Speak directly to the person against whom you have a complaint. If not resolved:
- Speak to Dr. Beverly Argus-Calvo, Chair, Department of Educational Psychology and Special Services. She may be reached in Room 701-C or by calling at 915-747-5266. If not resolved:
- File a written statement with the Dr. Tanabe, Dean of the College of Education.
- For more information please see the UTEP's Student Complaint Procedures here: <https://www.utep.edu/extendeduniversity/utepconnect/online-programs/online-regulations/complaint-process.html>

**Excused Absences and/or Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**or**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

**Incomplete Grade Policy**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UTEP community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UTEP Handbook of Operating Procedures: <https://www.utep.edu/hoop/section-6/ch-3.html#Sexual%20Misconduct%20Policy>

**COVID-19 Precautions and Testing at UTEP (updated on 01/02/2023)**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors.

To prevent the spread of COVID-19 in the community, UTEP is offering several options for free COVID-19 testing on campus.

Sponsored by the City of El Paso in partnership with the Centers for Disease Control and Prevention's Increasing Community Access to Testing program (CDC ICATT), the **TestandGo Fully Automated Healthcare Kiosk at the UTEP Testing Site at 3333 N. Mesa** provides free self-administered COVID-19 tests 24 hours a day, seven days a week.

Testing is free for individuals who are symptomatic, have been exposed, or are at high risk of severe outcomes, regardless of insurance status. For more information: please visit the website: [COVID-19 Testing at UTEP](#)

**Personal Wellness**

Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that impact your ability to be positive and effective. The University of Texas at El Paso and El Paso Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed. The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the

confidential resources across campus and the community who can listen to you and offer assistance.

**Resources that are easily accessible on campus by phone or website include:**

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [Registration & Records](#): Maintenance of student records and all registration transactions, including enrollment verifications, transcript requests, graduation applications, and diplomas; and Scheduling classroom assignments.
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Campus Advocacy, Resources and Education \(CARE\)](#): Seeks to empower students who have been impacted by violence\* by providing private advocacy, resources and supportive services.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Student Health and Wellness Center \(SHWC\)](#): Address health care needs of all UTEP students. Primary care services as well as immunizations are available at the SHWC. Students can also receive counseling, wellness, and nutrition education services at the SHWC
- [Parking and Transportation](#): Provide the basics about how to park and move around campus. However, the way to become completely informed of the campus parking rules is to read the Parking Regulations.

- International Students: The Office of International Programs assists UTEP international students, scholars, and dependent family members to maintain their non-immigrant statuses.

#### Community Resources

- [Adult Probation Victim Services](#) – 313-9712 or 546-8120
- [Adult Probation Victim Information & Notification \(VINE\)](#) – (877) 596-8463
- [Adult Protective Services: 24-hour Reporting Volunteer for local events](#) – (800) 252-5400/ 834-5767
- [Advocacy Center for the Children of El Paso](#) – 545-5400
- [Attorney General’s Office, Crime Victims Compensation](#) – 834-5815 or 1-800-983-9933
- [Bikers Against Child Abuse](#) – 892-2635
- [CASA \(Court Appointed Special Advocates for Children\)](#) – 546-8146
- [Center Against Family Violence 24-hour Hotline](#) – 593-1000 or 593-7300
- [Child Crisis Center](#) – 562-7955
- [YWCA Transitional Living Center](#) 566-2762

**CACREP 2016 Standards****COURSE OBJECTIVES/STUDENT COMPETENCIES:**

Goals/Objectives	CACREP 2016 Standards	TeXeS School Counselor	Learning Activities	Outcome Measures
<b>Goal 1:</b> Develop an understanding of history and context of testing and assessment.				
<b>Objective 1a.</b> Demonstrate an understanding of the historical perspectives concerning the nature and meaning of assessment and testing in counseling.	2.F.7.a		Readings, lectures, quizzes, and discussions	Standards assessed via <b>Online Discussion</b> Achieve a passing grade on <b>Quizzes</b>
<b>Objective 1b.</b> Understand the critiques of assessment/testings in history and be aware of the importance of and strategies for integrating multicultural competencies (i.e. awareness, knowledge, and skills) in an intentional manner in the assessment process.	2.F.2.c	I.2	Readings, lectures, and discussions	Standards assessed via <b>Online Discussion</b>
<b>Goal 2:</b> Understand the basic concepts and approaches to appraisal and assessment in counseling.				
<b>Objective 2a.</b> Understand the different concepts in assessment process such as testing, screening, and measure.	5.C.1.e 5.G.1.e		Readings, lectures, classroom activities, and writing assignments	<b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Objective 2b.</b> Understand the methods of effectively preparing for conducting initial assessment meetings.	2.F.7.b		Readings, lectures, classroom activities, and writing assignments	<b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Objective 2c.</b> Identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	IV.10	Readings, lectures, classroom activities, and writing assignments	<b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Goal 3:</b> Apply basic concepts to select an appropriate assessment procedure in counseling.				

<p><b>Objective 3a.</b> Understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.</p>	2.F.7.f	II.4	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	<p>Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Assessment Application</b> Satisfactory rating on the <b>Reflection Paper</b></p>
<p><b>Objective 3b.</b> Develop an understanding of, and be able to apply, common statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations.</p>	2.F.7.g	II.4	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	<p>Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Student Presentation</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b> Satisfactory rating on the <b>Reflection Paper</b></p>
<p><b>Objective 3d.</b> Critically interpret and utilize correlational procedures.</p>	2.F.7.g	II.4	Readings, lectures, presentation, and classroom activities	<p>Satisfactory rating on the <b>Student Presentation</b> <b>Classroom Participation</b></p>
<p><b>Objective 3e.</b> Develop an understanding of the importance of measures and use of reliability, standard error of measurement, and the factors influencing a test score's reliability.</p>	2.F.7.h		Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	<p>Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b></p>

<b>Objective 3f.</b> Comprehend the importance of validity in measurement, its association with reliability, and be able to apply it to interpretation.	2.F.7.h		Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<b>Goal 4:</b> Implement different assessment approaches to different situations (e.g., topic, settings, and clientele).				
<b>Objective 4a.</b> Understand procedures of assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	IV.10	Readings, lectures, classroom activities, and writing assignments	<b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Objective 4b.</b> Understand procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	IV.10	Readings, lectures, presentation, classroom activities, and writing assignments	<b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Objective 4c.</b> Understand how to use assessment relevant to academic/educational, career, personal, and social development	2.F.7.i	IV.10	Readings, lectures, quizzes, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Assessment Application</b>
<b>Objective 4d.</b> Understand how to use environmental assessment and systematic behavioral observations.	2.F.7.j	IV.10	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Assessment Application</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b>

<b>Objective 4e.</b> Understand how to use symptom checklists, and personality and psychological testing	2.F.7.k	IV.10	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Assessment Application Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b>
<b>Objective 4f.</b> Comprehend systemic and environmental factors that affect human development, functioning, and behavior.	2.F.3.f	IV.10	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Assessment Application Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b>
<b>Objective 4g.</b> formal and informal career- and work-related tests and assessments	5.B.1.d	II.4 II.5	Readings, lectures, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation</b>
<b>Objective 4h.</b> intake interview and comprehensive career assessment	5.B.3.a	II.4 II.5	Readings, lectures, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation</b>
<b>Objective 4i.</b> Understand overall strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.	2.F.4.e	II.4 II.5	Readings, lectures, quizzes, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Assessment Application Classroom Participation</b>
<b>Objective 4j.</b> Critique and observe demonstrations of a wide variety of standardized instruments used with P-12 and adult populations including intelligence, developmental, aptitude, achievement, perceptual/neuropsych, personality, and behavioral tests, environmental assessment, performance assessment, behavioral observations, symptom checklists, suicide assessment, and computer-managed and assisted assessment applications.	5.G.1.e, 5.C.1.e, 5.D.1.g	IV.10	Readings, lectures, presentation, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>



<b>Objective 4k.</b> intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a		Readings, lectures, presentation, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
Demonstrate proficiency in evaluating the utility of tests for counseling purposes from a consumer's perspective.			Readings, lectures, presentation, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<b>Goal 5:</b> Understand how to use ethically and culturally appropriate assessment approaches in treatment planning and diagnosis.				
<b>Objective 5a.</b> Understand how tests, singly and as a battery, can be used to facilitate improved educational and clinical decision-making, case conceptualization and diagnosis of mental/emotional status.	2.F.7.1		Readings, lectures, presentation, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<b>Objective 5b.</b> Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	2.F.7.m	III.9	Readings, lectures, presentation, classroom activities, and writing assignments	Satisfactory rating on the <b>Assessment Application Classroom Participation Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<b>Objective 5c.</b> Integrate ACA ethical standards guiding assessment into a general understanding of ethical counseling practice.	2.F.7.m	III.9	Readings, lectures, quizzes, and discussions	Standards assessed via <b>Online Discussion</b> Achieve a passing grade on <b>Quizzes</b>

<p><b>Objective 5d.</b> Demonstrate ethical competence in strategies for selection, administration and statistical interpretation of techniques for assessing diverse student academic, career, and personal/social development.</p>	2.F.7.m	III.9	Readings, lectures, quizzes, discussions, presentation, classroom activities, and writing assignments	Standards assessed via <b>Online Discussion</b> Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<p><b>Objective 5e.</b> Understand how to use assessments for diagnostic and intervention planning purposes.</p>	2.F.7.e		Readings, lectures, quizzes, discussions, presentation, classroom activities, and writing assignments	Standards assessed via <b>Online Discussion</b> Achieve a passing grade on <b>Quizzes</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Reflection Paper</b>
<p><b>Objective 5f.</b> Use of accountability data to inform decision making.</p>	5.G.3.n	II.4 II.5 II.9	Readings, lectures, quizzes, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Assessment Application</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Reflection Paper</b>
<p>Objective 5g. Use of data to advocate for programs and students.</p>	5.G.3.o	II.6 II.7 IV.10	Readings, lectures, quizzes, presentation, classroom activities, and writing assignments	Achieve a passing grade on <b>Quizzes</b> Satisfactory rating on the <b>Student Presentation</b> Satisfactory rating on the <b>Assessment Application</b> <b>Classroom Participation</b> Satisfactory rating on the <b>Reflection Paper</b>

**Rubric for Student Presentation (15 points)**

	<b>Excellence</b>	<b>Satisfactory</b>	<b>Non-satisfactory</b>
<b>Introduction and Layout</b> ____/2	The introduction presents the overall topic and draws the audience into the presentation with compelling information related to the presentation The layout is visually pleasing and contributes to the overall message with the appropriate use of headings, subheadings and white space.	The introduction shows some structure but does not create a strong sense of what is to follow. It may be overly detailed or incomplete and is somewhat appealing to the audience. The layout shows some structure but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience. The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability.
<b>General Content</b> ____/4	The content is written clearly and concisely with a logical progression of ideas and supporting information. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from scholarly sources. Covers all specific content Specific Content:	The content is vague in conveying a point of view and does not create a strong sense of purpose. It includes some information with a few facts. Some of the information may not seem to fit. The sources used appear unreliable. Missing specific content.	The content lacks a clear point of view and logical sequence of information. It includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date, and/or incorrect. The sequencing of ideas is unclear. No adherence to specific content.
	<ol style="list-style-type: none"> <li>1. The purpose of the test.</li> <li>2. Description of developer or Theory on the Constructs Measured</li> <li>3. Scoring and Interpretation of the test</li> <li>4. Psychometric Properties</li> <li>5. Strength/Weakness of the test (e.g., administration concerns)</li> <li>6. Administrative Information: Where to Buy?</li> <li>7. Client Perspective or Multicultural/Social Justice Considerations</li> </ol>		
<b>Professionalism</b> ____/2	Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	Did not show consideration of a dress code (e.g., wearing a training suit).
<b>Consultation with an instructor</b> ____/3	Students attend a meeting with the instructor to discuss plans for the presentation in a professional manner. Students bring an outline and/or initial slides for review and feedback.	Students attend a meeting with the instructor to discuss plans for the presentation. However, students do not bring an outline and/or initial slides for review and feedback.	Students do not attend a consultation meeting with the instructor.
<b>Peer Evaluation</b> ____/2	Students demonstrate a professional and cooperative manner to prepare the presentation and successfully completed a task assigned to them.	Students contribute to preparing the presentation and completing a task assigned to them.	Students do not attend group meetings and do not contribute to a presentation.
<b>Citations</b> ____/2	Sources of information are properly cited and the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using the appropriate APA 7 <sup>th</sup> citation format.	Sometimes copyright guidelines are followed and some information, photos, and graphics do not include proper citation format.	No way to check validity of information.

**Rubric for Final Reflection Paper (15 points)**

<b>Criteria</b>	<b>Excellence</b>	<b>Satisfactory</b>	<b>Non-satisfactory</b>
<b>Depth of Reflection</b>  ___/5	Response demonstrates an in-depth reflection on a specific test and a presentation experience including presentation preparation and after-discussion. Viewpoints are insightful and well supported.	Response demonstrates a general reflection. Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection. Viewpoints and interpretations are unsupported or supported with flawed arguments.
<b>Required Components</b>  ___/7	Response includes all components and meets or exceeds all requirements indicated in the instructions.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.
	<p>Summary of the chosen test and your presentation experience</p> <ol style="list-style-type: none"> <li>1. What is the assessment tool you pick and why do you pick it?</li> <li>2. Why is it being used?</li> <li>3. How are they being used and how are they being scored?</li> <li>4. When and where are they being used? Any copyright information by the company?</li> <li>5. For whom are they being used? Who can administer them? Competency levels? Can you administer them?</li> <li>6. Is it reliable and valid?</li> </ol> <p>Critical Reflection</p> <ol style="list-style-type: none"> <li>7. Can it be used for students or individuals with disabilities?/ Is there any room to improve in terms of multicultural/social justice counseling?</li> <li>8. What references are available for these assessment tools?</li> <li>9. What did I learn from the presentation experience?</li> </ol>		
<b>Structure</b>  ___/3	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.  Writing follows the APA 7 <sup>th</sup> style.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. Writing follows the APA 7 <sup>th</sup> style but includes minor errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.  Writing partially follows the APA 7 <sup>th</sup> style.

## Peer Evaluation Form

Evaluation Criteria	Member 1 name:	Member 2 name:	Member 3 name:
1. Is punctual in attending scheduled group sessions and completes group assignment on time (0.5 points).	Yes / No	Yes / No	Yes / No
2. Contributes meaningfully to group discussion (0.5 points).	Yes / No	Yes / No	Yes / No
3. Prepares work in a quality manner (0.5 points).	Yes / No	Yes / No	Yes / No
4. Demonstrates cooperative and supportive attitudes (0.5 points).	Yes / No	Yes / No	Yes / No
<b>Overall to the success of the project</b> (Full score: 2/ Please give me a number with one decimal place)			

We discussed our own performance for the group work together and agreed the above score.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

**Syllabus Contract**  
**DUE: January 25<sup>th</sup>**

**I have read the syllabus for EDPC:5335 *Principles of Appraisal and Assessment* and understand the requirements for the class, the assignments and the method of grading.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date