CNS 611 – Appraisal in Counseling
2 Semester Credit Hours
Summer, 2007 - Tuesday/Thursday - 4:30pm - 7:00pm
Room - MC 305 – CSU Main Campus

Instructor Information

Instructor: Dilani Perera-Diltz, Ph.D., PCC, LICDC
Licensed School Counselor
E-mail: d.pereradiltz@csuohio.edu (best method to contact me)
Office Number: RT 1412
Phone: 216-523-7117
Office Hours: To be announced

CSU Graduate Catalogue Course Description
An introductory study of the psychological tests most widely used in the fields of school and clinical counseling. This course includes an introduction to the practical use of psychological tests as well as material on test construction, validation, reliability, ethics, and testing in a culturally diverse society. The course is designed to train the counselor as a responsive, reflective professional who is a partner in the counseling process. No pre-requisites.

Course Objectives
To familiarize students with the following:
1. The most commonly used psychological tests in the fields of school and community agency counseling.
2. The practical use of psychological tests.
3. The psychometric properties of testing instruments.
4. The ethical and legal issues in the use of appraisal information.
5. The social and cultural issues related to testing.
6. The procedures to evaluate and select tests for specific counseling purposes.

Required Text
Recommended Texts

Methods of Instruction
Instruction will include lecture, small group discussion, experiential activities, and written assignments.

Grading Scale

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>F</th>
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<tbody>
<tr>
<td></td>
<td>100-95</td>
<td>94-90</td>
<td>89-87</td>
<td>86-83</td>
<td>82-80</td>
<td>79-70</td>
<td>Below 70</td>
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Case Studies Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>July 3</td>
<td>Introduction to the Course</td>
<td></td>
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<tr>
<td>Week 1</td>
<td>July 5</td>
<td>Basic Assessment Principles</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>Week 2</td>
<td>July 10</td>
<td>Reliability, Specificity</td>
<td>Chapter 3 Handout</td>
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<tr>
<td></td>
<td>July 12</td>
<td>Validity, Sensitivity</td>
<td>Chapter 4 Handout</td>
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<tr>
<td>Week 3</td>
<td>July 17</td>
<td>Selection, Administration, Scoring, and Communication</td>
<td>Chapter 5</td>
<td>Quiz #1</td>
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<tr>
<td></td>
<td></td>
<td>Ogles, B. M., Melendez, G., Davis, D. C., &amp; Lunnen, K. M. (2001).</td>
<td></td>
<td>Assignments provided under Course Assignment Details</td>
</tr>
<tr>
<td></td>
<td>July 19</td>
<td>Initial Assessment Assessment of multiple participants</td>
<td>Chapter 6 &amp; 11</td>
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<tr>
<td>Week 4</td>
<td>July 24</td>
<td>Intelligence and General Ability Assessment</td>
<td>Chapter 7</td>
<td>Tape and Reflection Paper Due</td>
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</table>
This syllabus is subject to change with ample notification by the instructor.

Last day to drop without a W is 7/6/07

Last day to drop with a W is 7/27/07

Course Assignment Details

Class attendance and Participation (12 points) Attendance will be taken in each class session. Prompt (i.e. “on time”) arrival to every class is required. Participation includes (a) preparing for class so that you are able to discuss the assigned readings with insight, (b) engaging in class activities in positive ways that focus on the task of the class and contribute to the learning of the class members, (c) openness to personal reflection and learning, and (d) demonstrating mastery of course materials. Students will receive points for actively and appropriately participating in the entire class each class session. Please note that if you miss a class it is your responsibility to obtain missed notes and handouts from your fellow students. You will be awarded a point per class based on the above criteria. You will not miss points for excused absences (e.g., documented personal, and/or medical emergencies).
Assignment #1 (8 points) – Homework. Any and all homework assigned must be completed by assigned day to receive points.
For Week 3: Website: http://www.mh.state.oh.us/oper/outcomes/instruments.english.html print Ohio Scales.
Print Addiction Severity Index from http://www.uwm.edu/Dept/CABHR/MATE/asi.htm

Assignment # 2 (15 points each) – Quizzes. Quizzes will be administered promptly at the beginning of class. More information pertaining to quizzes will be provided prior to quizzes.

Assignment #3 (25 points) – Project (tape and reflection paper).
Tape: Complete a 15-20 minute audio-visual tape demonstrating a role-play of one of the following types of assessments: (a) Mental Status Exam; (b) Suicide Assessment; or (c) Test Feedback. The tape must be completed in one of the CSU labs. The person using the tape for the project must complete the assessment. You may exchange roles with your fellow student so both of you could complete this assignment.
Please call 216.687.4623 to make an appointment to use the counseling lab MC 215. The lab is open Monday-Friday 4pm-9pm. It is highly recommended that you call and schedule a taping session as soon as possible.
Reflection paper: You must complete a 2-3 page double-spaced written summary of your experience during the assessment process. Reflection paper should include:
(a) a description of what it was like to be in the role of a counselor (5 points)
(b) what you think went well during the session (5 points)
(c) the most challenging aspect of this assignment for you (5 points)
(d) what you would like to work on for future counseling/assessment sessions (5 points)
Reflection paper must be handed in with the tape to receive points.

Final Project (25 points) – Test Critique Report. This report will be a 10-page (maximum), double-spaced, 1 inch margins, 12 font, Times New Roman, APA-style paper. Please refer to the recommended text for additional details on APA style. Please include the following 6 subtitles in organizing your paper.
A. General test information
   a. Title of test (including edition and forms)
   b. Author(s)
   c. Publisher, date of publication
   d. Time required to administer test
   e. Cost
   f. Restrictions in administration (A, B, or C level)
B. Brief description of purpose and nature of the test
   a. General type of test (e.g., individual or group, performance, aptitude, battery, interest inventory)
   b. Purpose(s) of the test
   c. Population for which it was designed
   d. Nature of content (e.g., verbal, numerical, spatial, motor)
   e. Subtests and separate scores
f. Types of items

C. Practical evaluation
   a. Qualitative features of test material
   b. Ease of administration
   c. Clarity of directions
   d. Scoring procedures
   e. Examiner qualifications and training

D. Technical evaluation (need to use peer-reviewed journal articles and book chapters to support your statements)
   a. Norms: Type (e.g., percentiles, standard scores)
   b. Standardization sample
   c. Reliability: Types and procedures
   d. Validity: Types and procedures

E. Cultural evaluation (need to use peer-reviewed journal articles and book chapters to support your statements)
   a. Cultural factors considered and the manner in which these incorporated
   b. Cultural sensitivity of test items and questions
   c. Cultural fairness in test scoring
   d. Explain your comfort with using this test with different cultures.

F. Summary evaluation (need to use peer-reviewed journal articles and book chapters to support your statements)
   a. Your interpretation of strengths and weaknesses
   b. Your reasons for using or not using this test in the future
   c. What evidence is available that standards of educational and psychological testing have been met?

Grading: Sections A, B, and C – 5 points; Section D – 7 points; Section E – 7 points; Section F – 6 points

PLEASE NOTE: All written assignments and final project are due to the instructor on the date specified in the Tentative Class Schedule. Late assignments will have a penalty of 1 point per day. There will be no extra credit points available.

Classroom Policies

Disability Statement
CSU aims to provide equal opportunity to all of its students. Services are available to those who might need some extra help because of a physical disability, communication impairment, or learning disability. Interested students should contact call (216) 687-2015. For inquiries, contact: Michael Zuccaro, Coordinator Persons with Disabilities at (216) 687-2015 or email m.zuccaro@csuohio.edu.

Academic Misconduct
The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered student, theft, mutilation of library materials, etc. The Policy details procedures for resolution of matters of
conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available from the Department of Student Life, University Center, Room 102.

**CACREP (2008) Standards Addressed in CNS 611-Appraisal in Counseling**

**ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation.

- Historical perspectives concerning the nature and meaning of assessment.
- 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, psychological testing, behavioral observations, and computer-managed and computer-assisted methods.
- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).
- Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
- Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
- Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

- The importance of research and opportunities and difficulties in conducting research in the counseling profession.
- Use of research to improve counseling effectiveness.