

Department of Graduate Psychology  
James Madison University

## **PSYC 607. Evaluation and Appraisal Procedures in Counseling**

### **3 Credits**

This course is a study of individual and group approaches to evaluation, appraisal and assessment. Activities include administering, scoring and interpreting tests of ability, interest, personality and achievement for both children and adults. Students also assess case studies, perform a self-analysis and review selected assessment procedures. Computer-assisted assessment and ethical issues are addressed.

### **Our Work Together:**

The focus of this course is to become informed consumers of different appraisal techniques in counseling. This includes a focus on formal and informal assessment, as well as standardized instruments used commonly in practice. Students will learn important psychometric properties of test instruments as well as critique these instruments. In addition, students will learn how to administer, score, and interpret specific instruments. Students will also learn the value of assessments in their practice; how to understand reports from various professionals; and how to use such reports to inform their work with clients. Overall, students are encouraged to be critical consumers of appraisal techniques and develop an understanding of the purpose, need, and ethical use of assessment instruments while applying these concepts to their personal career goals in counseling.

### **Course Objectives & CACREP Standards**

By the end of the course, students will be able to know and understand the course objectives and CACREP standards identified [here](#).

### **Required Texts**

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals* (9<sup>th</sup> ed.). Pearson.

Print ISBN-978-0135186022, 0135186021

eText ISBN-9780135186770, 0135186773

### **Recommended Texts**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.

### **Course Format**

Class sessions will include a combination of lectures, discussions, practice, and small group activities. Your active and respectful involvement are important aspects of our course experience.

Each student is expected to attend all class meetings. If you believe that there are circumstances that will inhibit your ability to be fully present for this class, please let me know as soon as the situation arises, so that I can help you plan when to take the course at a time when you can be successful.

Please do not use your cell phone or text during class. Staying attentive can be difficult, especially if we meet via Zoom or Webex. Using your phone, websurfing, or checking email during class not only presents an obstacle for your learning and participation, it can add to your stress and exacerbate a sense of busyness. Give yourself this focused time.

The course is designed to be *student-centered* which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

**Expectations for Class Participation**

As graduate students, you are expected to exhibit “Excellent Participation” as defined below.

**Display of Professionalism:** Licensure as a Professional Counselor carries with it a great deal of responsibility. Whether a counselor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a counseling student’s behavior in class is generally an indicator of their future behavior as a counselor. Thus, students are appraised based on professionalism displayed during class. Counseling students display professionalism and build competence by arriving on time for class, engaging fully in class lectures and activities, and demonstrating professional attitudes, and professional character. These factors are evaluated based on one’s ability to convey warmth, genuineness, respect, and empathy in interactions with classmates and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

Participation Rubric:

Excellent (90 – 100)	Acceptable (80-90)	Unacceptable (79 & under)
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<p>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute</p>	<p>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to</p>	<p>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal</p>
<p>significantly to a stimulating learning environment. Welcomes feedback and brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>feedback and brings a sense of presence that contributes to productive group dynamics.</p>	<p>relational aggression, such as eye rolling and dismissive gestures, that communicates disrespect or contempt for peers and the instructor.</p>

**Grading**

In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. Please stay very close to page limits.

**Written Work**

Every document you submit should include a title page, and should be typed double-spaced, with 1” margins, with the exception of One-minute Papers and Discussion Posts. The guide for the style is the Publication Manual of the American Psychological Association, (7th ed.). You may visit <http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/> for more information. Be sure to carefully proofread all work before submitting it for evaluation.

**Late Assignments**

Assignments will be penalized ten (10) points for each late day unless students have talked with the course instructor about extenuating circumstances. Assignments will not be accepted after five (5) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary, as well as the course Canvas site.

Assignments	Points
One-Minute Papers & Discussion Board Posts	25
Midterm Exam	25

Participation and Professionalism	10
Article Overview	10
Personal Assessment Project: Group Design, Classroom Guidance, or Intervention <a href="#">CMHC KPI7:I</a> <a href="#">SC KPI7: M</a>	30

#### Grading Scale

A	90 - 100
B+	85 - 89
B	80 - 84

### Assignments Overview

#### **One-Minute Papers and Discussion Board Posts (25 points)**

Occasionally, students struggle to integrate the idea of assessment into their view of themselves as counselors. During the course of the semester you will typically have weekly opportunities to reflect on the various topics and how they relate to your clinical experiences and evolving view of your professional self. Creativity is strongly encouraged, while also remaining true to the reflective and educational purpose.

#### **Midterm Exam (25 points)**

You will be given a series of short-answer questions designed to measure your overall understanding of principles of assessment in counseling practice.

#### **Article Overview (10 points)**

Choose one article that includes assessment-related research or provides a review of an assessment instrument. Your article should be recent (post 2013) and published in an ACA or ASCA-affiliated journal. Provide a one- to two-page summary of the article, concluding with your opinion regarding the assessment process and/or instrument.

**Personal Assessment Project: KPI 7 (30 points) [Rubric available here](#)**

This project is your opportunity to create personal and professional meaning from your experience in class. You will each have a choice to design a group, classroom guidance activity/series, initiative, or intervention protocol with your population and setting of interest. This will culminate in a project overview to be presented by the last week of class.

Your project should include a research-based rationale as well as a mechanism/assessment for measuring outcomes or impact. Building on our discussions in class, you should prioritize an exploration of the social justice and diversity-related issues that impact your area of interest.

This project will be a regular part of our classroom discussion. All ideas for the project will be entertained with the hope that you'll be able to find something relevant to your work and to this class as well as one that piques your own interest.

Consider the following concepts as necessary to guide a successful product:

1. Identify an issue, behavior, problem, or diagnosis to be addressed.
2. Identify a specific population and setting. Attend to needs related to advocacy, social justice, access, and inclusion, as well as principles of culturally responsive practice as you consider your options.
3. Identify an assessment instrument that will help you measure the outcomes of your group, classroom guidance activity/series, initiative, or intervention protocol. You should include information regarding your assessment in your research write-up and presentation. [Sample write up](#) for an assessment instrument (this is the type of information you will find in the mental measurements yearbook or manual) is located at the end of the syllabus. Remember that your write-up for your assessment instrument and/or process should directly address the relevance of your design for clients and/or students who have been or may be minoritized in your setting.
4. Identify a format (i.e. a group, classroom guidance activity/series, program, or individual/couples/family intervention).
5. Identify research supporting your choice of issue and population (5 sources minimum) and include your brief annotation of each article. When considering your supporting research, think about

- What is the scope of the problem/topic?
  - What need will your intervention address?
  - What made you choose this topic?
  - What does the previous literature on the topic say?
  - Have others used assessment to measure outcomes related to this topic?
  - What has been missing?
  - Who has not been served, or not been served well?
  - In terms of your assessment measure, what type of information are you looking for?
6. Develop clear goals and objectives.
  7. Discuss anticipated outcomes.

### ***Academic Honesty***

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### ***Research Assistance***

If you need help completing your research assignments, you can contact our Liaison Librarian, Liz Chenevey. Email her specific questions at [chenevet@jmu.edu](mailto:chenevet@jmu.edu) or schedule a one-on-one appointment at <http://events.lib.jmu.edu/appointments/>

### ***Adding/Dropping Classes***

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### ***Inclement Weather***

As you likely know, inclement weather may lead to the cancellation of a class or to closure of the university. JMU typically sends automatic alerts regarding the status of the university on snowy or icy days, but if you are unsure, please check the JMU webpage. Although our course is scheduled to meet online and shouldn't be affected by weather, we understand your availability may change depending on your own travel needs or internet accessibility. We will post an announcement of our plans as soon as possible if our regularly scheduled class time is affected, and we will provide for asynchronous options. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class.

### ***Religious Accommodations***

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### ***Disability Accommodations***

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of

Disability Services in the Student Success Center, Suite 1202. You may call 540.568.6705, contact the office at [disability-svcs@jmu.edu](mailto:disability-svcs@jmu.edu), or check the website at <http://www.jmu.edu/ods/> for more information.

### ***Confidentiality and Title IX***

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-5685219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

### **Assessment Project Rubric**

Student Name				
Project Title				
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
Points Earned	25-30	19-24	18 and lower	Score
<b>Presentation</b> 5 points possible	Format creatively enhances information.	Format lacks does not enhance information.	Format hinders communication of information.	
<b>Content</b> 10 points possible	Well written and organized, clear, easy to follow. Implications are specifically and accurately related to the role and responsibilities of counselors.	Adequately written and organized, clear, reasonably easy to follow. Implications are related to the role and responsibilities of counselors.	Poorly written and organized, unclear, hard to follow. Implications are imprecisely related to the role and responsibilities of counselors.	

<b>Grammar and Spelling</b> 2 points possible	No grammar or spelling errors.	Several minor grammar or spelling errors.	Many grammar and spelling errors.	
<b>References</b> 3 points possible	References present with no APA errors.	References present with minimal APA errors.	References absent and/or numerous APA errors	
<b>Proposed Assessment Process</b> 10 points possible	Demonstrates clear understanding of instrument, and proposed method. Appropriate use of assessment.	Demonstrates some understanding of instrument and proposed method. Appropriate use of assessment.	Does not clearly represent understanding of instrument and proposed method. Inappropriate use of assessment.	
<b>Total</b>				

**Sample write up** for an assessment instrument (this is the type of information you will find in the mental measurements yearbook or manual):

**Parenting Stress Index-4-Short Form (PSI-4-SF).** The Parenting Stress Index-4-Short Form (PSI-4-SF) is a measure of overall level of parental stress, as well as child and parent characteristics that may serve as a source of stress within the family. It focuses on the parent, the child, and parent-child interactions. The PSI-4-SF contains 36 items, consisting of statements on a 5-point Likert-type scale with response options ranging from “strongly agree” to “strongly disagree.” A total score and three subscales are generated including Parental Distress (PD), Parent-Child Dysfunctional Interaction (P-CDI), and Difficult Child (DC). Factor analytic studies related to the full-length PSI determined the three subscales were the best way to capture information related to the parent-child system in short form. There is also a measure of test taking behavior, the Defensive Responding score. The Total Stress score identifies personal parental distress, distress related to the parent-child interaction, and stresses resulting from child behavior. The PD score determines distress related to personal factors such as concerns regarding parenting competence, stresses associated with the restrictions on other life roles, conflict with the other parent, lack of social support, and depression. The P-CDI score describes the extent to which the parent perceives that the child is a negative aspect of his/her life and does not meet his or her expectations. The DC score focuses on child behavior related to temperament or learned behaviors. The normative range for scores is within the 16<sup>th</sup> to 84<sup>th</sup> percentiles. Scores in the 85<sup>th</sup>-89<sup>th</sup> percentile range are described as high, and scores in the 90<sup>th</sup> percentile or higher are considered clinically significant. The Defensive Responding score is considered low if the raw score is 10 or lower.

The PSI-4-SF has been shown to have good internal consistency with coefficient alpha reliability ranging from .88 to .95 for the subscales. Test-retest reliability for the original PSI-SF has demonstrated a correlation coefficient at .84 for the Total Stress scale, .85 for the Parental Distress scale, .68 for the Parent Child Dysfunctional Interaction, .78 for the Difficult Child scale. As the measure is derived from the original PSI, it is assumed to have similar validity to



the full-length PSI. The correlation between the Total Stress scale on the PSI and the Total Stress scale on the PSI-4-SF was .98 (Abidin, 2012).

**SPECIFIC CACREP STANDARDS, KPI CHARTS LINKED TO ASSIGNMENTS, AND RUBRIC**

**CLINICAL MENTAL HEALTH COUNSELING**

<b>CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS</b>	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k	7l	7m
<b>7. Assessment and Testing</b>	x	x	x	x	x	x	x	x	x	x	x	x	x
KPI 7 (Introductory) Personal Assessment Project		X	X		X		X	X	X	X	X	X	X
One-Minute Paper & Discussion Board Reflections	X	X	X	X	X	X	X	X	X	X	X	X	X
Participation and Professionalism				X									X
Midterm Exam	X	X	X	X	X	X	X	X	X	X	X	X	X

<b>CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS</b>	1 Foundations c	1 Foundations e	3 Contextual Dimensions a	9 CMHC Key
<b>Clinical Mental Health Counseling CACREP and JMU Key Competencies</b>	X	X	X	X
Personal Assessment Project	X	X	X	X

One-Minute Paper & Discussion Board Reflections	X	X	X	X
Midterm Exam	X	X	X	X

**SCHOOL COUNSELING**

<b>CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS</b>	7 a	7 b	7 c	7 d	7 e	7 f	7 g	7 h	7 i	7 j	7 k	7 l	7 m	<b>SC Foundations</b>	e	<b>SC Practice</b>	b	n	o
<b>7. Assessment and Testing</b>	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x
<b>KPI 7 (Mastery) Personal Assessment Project</b>		X	X		X		X	X	X	X	X	X	X		X		X	X	X
<b>One-Minute Paper &amp; Discussion Board Reflections</b>	X	X	X	X	X	X	X	X	X	X	X	X	X		X				
<b>Participation and Professionalism</b>				X									X		X				
<b>Midterm Exam</b>	X	X	X	X	X	X	X	X	X	X	X	X	X		X				

<b>KPI RUBRIC</b>	<b>Below Standard</b>  <b>1</b>	<b>Approaching Standard</b>  <b>2</b>	<b>Meets Standard</b>  <b>3</b>	<b>Exceeds Standard</b>  <b>4</b>
<p><b><i>KPI 7: Assessment and Testing</i></b></p> <p>Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>

## Course Objectives and CACREP Standards

2.F. 1. Professional Counseling Orientation and Ethical Practice - Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice

2.F. 3. Human Growth and Development - Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.

- h. a general framework for understanding differing abilities and strategies for differentiated interventions

2.F. 4. Career Development - Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

2.F.5. Helping Relationships - Establishes and maintains effective counseling relationships.

- i. development of measurable outcomes for clients

2.F. 7. Assessment and Testing - Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments

- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

2.F. 8. Research and Program Evaluation - Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- c. needs assessments
- h. statistical methods used in conducting research and program evaluation

Course content and assignments will also address the following Clinical Mental Health Counseling standards:

- Psychological tests and assessments specific to clinical mental health counseling. 1. Foundations e.
- Intake interview, mental status evaluation, biopsychosocial mental health history, and psychological assessment for treatment planning and caseload management. 3. Practice a.
- JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy. 9. CMHC

Course content and assignments will also address the following School Counseling standards:

- Assessments specific to P-12 education. G.1.e.
- Design and evaluation of school counseling programs G.1.3.b
- Use of accountability data to inform decision making G.1.3.n
- Use of data to advocate for programs and students G.1.3.o

