

CNSL 5123 Appraisal Techniques

Department of Educational Leadership and Counseling College of Education

Instructor: Karen Osterholm, PhD, LPC, LPC-S
Office Location: 113 Delco Building
Office Phone: 936.261.3401
Fax: 936.261.3617
Email address: kcosterholm@pvamu.edu
Snail mail (U.S. Postal Service Address): Prairie View A&M University
P. O. Box 519
Mail Stop 2420
Prairie View, TX 77446

Office Hours:

Virtual Hours: Daily 10:30- 11:30

Face-to-face conferences available upon request.

Course Location: Online

Course Abbreviation and Number: CNSL 5123

Catalog Description: CNSL 5123 involves an examination of several instruments used to measure achievement, aptitude, interest and personality, and to collect non-test data. Emphasis on selection and use of these instruments for individual and group assessment, and on techniques of interpretation. Ethical and legal issues of assessment addressed. (3-0) Credit 3 semester hours.

Prerequisites: None

Co-requisites: None

Required Materials:

Textbook: Drummond, R. J., & Jones, K. D. (2006). Assessment procedures for counselors and helping professionals (6th edition). Upper Saddle River, NJ: Prentice Hall.

TrueOutcomes Account (no cost): TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

If you have not already done so, you must upload a current résumé to TrueOutcomes in order to set up the required account. Résumés must be uploaded by 10 June 2008.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.

Access to Learning Resources: PVAMU Library:
Phone: 936.261.1500;
Web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
Phone: 936.261.1990;
Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Objectives/Accrediting Body (NCATE) Standards Met:

At the end of this course, the student will be able to:

1. Understand the historical perspective of assessment in counseling.
2. Understand the concept of standardized, non-standardized, and other assessment instruments.
3. Understand the basic statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Develop an understanding of the basic concepts of reliability, validity, and test resources in the selection of test and assessments.
5. Develop an awareness of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments as well as techniques in counseling.

TEXES Competencies for School Counselors that Relate to CNSL 5123 Appraisal Techniques:

Domain I: Understanding students

Competency 001: Human Development. The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002: Human Diversity. The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003: Factors Affecting Students. The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Domain II: Planning and Implementing the Developmental Guidance Counseling Program

Competency 004: Program Management. The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005: Developmental Guidance Program. The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 007: Assessment. The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Domain III: Collaboration, Consultation, and Professionalism

Competency 010: Professionalism. The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Theoretical Framework

CNSL 5123 Appraisal Techniques is based in part on the “**E-FOLD-P**” model of the College of Education. The acronym refers to the preparation of educator as facilitator of learning for diverse populations. The major goals of this model are:

- To prepare counselors as problem solvers, critical thinkers, and decision-makers.
- To prepare counselors as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning counselors with an awareness of human diversity, knowledge of the importance skills needed for effective community and parental involvement.
- To prepare beginning counselors to be reflective and continual learners with knowledge and value of self-

appraisal techniques and goal setting for a strong personal commitment.

Course Evaluation Methods

This course will utilize the following instruments to determine student achievement:

Online discussions – written assignments designed to reinforce course material and apply course material

Article critiques – analysis of current and recent literature related to appraisal in counseling and education

Academic Excellence Indicator System (AEIS) report – written assignment designed to measure student ability to interpret assessment results and application of those results

Ethics exam – written test designed to measure student understanding of counseling ethics related to appraisal

Midterm exam – written test designed to measure knowledge of presented course material

Final exam – written test designed to measure ability to apply presented course material

Grading Matrix

Instrument	Point Value	Total
Online discussions	10 online discussions at 10 points each	100
Article critiques	5 article critiques at 20 points each	100
AEIS report	50 points	50
Ethics exam	20 points	20
Midterm exam	50 points	50
Final exam	50 points	50
Total course points		370

Grade Determination:

A = 332-370 points

B = 295-331 points

C = 258-294 points

D = 221-257 points

F = ≤ 220 points

Course Procedures

Submission of Discussion Posts:

Online discussions should be posted in the appropriate discussion thread. When you respond to a classmate's post, please put her/his name in the subject line, and address her/him by name in your post.

Because this is an online course, there will be no required face-to-face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions and announcements. When a topic is posted, everyone is required to participate.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Submission of Article Critiques, AEIS Report, and TrueOutcomes Artifact:

Students should use the Assignment Drop Box under the appropriate assignment heading to submit article critiques, test reviews, and TrueOutcomes artifacts.

Formatting Documents for Assignment Dropbox:

Microsoft Word is the standard word processing tool used at PVAMU. PVAMU does not yet support .docx files. Please send all files/documents in .doc format.

If you're using other word processors, be sure to use the "save as" tool and save the document in either Microsoft Word, Rich-Text, or plain text format.

Exam Policy:

Ethics, Midterm and Final Exams should be taken as scheduled. No make-up exams will be allowed except under documented emergencies. (See Student Handbook.)

Professional Organizations

American Counseling Association (ACA) <http://www.counseling.org/>
Texas Counseling Association (TCA) <http://www.txca.org/tca/Default.asp>
American Psychological Association (APA) <http://www.apa.org/>
Texas Psychological Association (TPA) <http://www.texaspsyc.org/>
Association for Multicultural Counseling and Development (AMCD)
<http://www.bgsu.edu/colleges/edhd/programs/AMCD/>
Psychologists Acting with Conscience Together (PsyACT) <http://www.psyact.org/>
Psychologists for Social Responsibility (PsySR) <http://www.psysr.org/>
Society for the Study of Peace, Conflict and Violence (Division 48, Peace Psychology, of APA)
<http://www.apa.org/about/division/div48.html>
National Alliance on Mental Illness (NAMI) <http://www.texaspsyc.org/>

References

[** Article critiques required.]

Atkinson, R. C. (2001-2002, Winter). Achievement versus aptitude in college admissions. *Issues in Science and Technology*, 18(2), 31-36.

Breslau, N., Paneth, N., Lucia, V. C., & Paneth-Pollak, R. (2005). Maternal smoking during pregnancy and offspring IQ. *International Journal of Epidemiology*, 34(5), 1047-1053.

Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly*, 30(1), 15-24.

Cronshaw, S. F., Hamilton, L. K., Onyura, B. R., & Winston, A. S. (2006). Case for non-biased intelligence testing against black Africans has not been made. *International Journal of Selection & Assessment*, 14(3), 278-287.

Furnham, A., Moutafi, J., & Crump, J. (2003). The relationship between the Revised Neo-personality Inventory and the Myers-Briggs Type Indicator. *Social Behavior and Personality: An International Journal*, 31(6), 577-584.

**Grossman, L. S., Wasyliv, O. E., Benn, A. F., & Gyoerkoe, K. L. (2002). Can sex offenders who minimize on the MMPI conceal psychopathology on the Rorschach? *Journal of Personality Assessment*, 78(3), 484-501.

Kaufman, A. S. (2000). Intelligence tests and school psychology: Predicting the future by

studying the past. *Psychology in the Schools*, 37(1), 7-16.

**LoBello, S. G., & Zachar, P. (2007). Psychological test sales and Internet auctions: Ethical considerations for dealing with obsolete or unwanted test materials. *Professional Psychology: Research and Practice*, 38(1), 68-70.

**Overton, T. (2004). Promoting academic success through environmental assessment. *Intervention in School and Clinic*, 39(3), 147-153.

Salkind, N. J. (2005). *Tests & Measurement for People Who (Think They) Hate Tests & Measurement*. Thousand Oaks, CA: Sage Publications.

Schulenberg, S. E., & Yutzenka, B. A. [Ethical issues in the use of computerized assessment.](#) *Computers in Human Behavior*, 20(4), 477-486.

**Suzuki, L. A., Alexander, C. M., Lin, P., & Duffy, K. M. (2006) Psychopathology in the schools: Multicultural factors that influence that assessment and intervention. *Psychology in the Schools*, 43(4), 429-438.

**Whyte, S., Fox, S., & Coxell, A. (2006). Reporting of personality disorder symptoms in a forensic inpatient sample: Effects of modes of assessment and response style. *Journal of Forensic Psychiatry and Psychology*, 17(3), 431-441.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. '

Technical Considerations for Online and Web-Assist Courses**Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator version 4.61 or Microsoft Internet Explorer version 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the PVAMU Helpdesk at 936.261.2525 for technical issues with accessing your online course. The Helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936.261.3290 or 936.261.3282.