# Course Description

This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. The overall goal is the development of critical thinking in the informed use of assessment methods

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PL01:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PL02:** Exhibit a strong, consistent counseling disposition. (ULO1, 3, 4, 5)
* **PL03:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards, as applicable to each student’s concentration area. (ULO1, 2, 3, 4, 5)
* **PL04:** Demonstrate a multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PL05:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practices. (ULO2, 3, 4)
* **PL06:** Use evidence-based intervention and assessment techniques. (ULO2, 4)
* **PL07:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PL08:** Engage in lifelong learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Understanding of the concept of assessment.
* **CLO2:** Demonstrate the proper selection of assessments, proper administration, interpretation and use of assessments across the life span.
* **CLO3:** Demonstrate a knowledge of the ethical and legal aspects of assessment
* **CLO4:** Analyze ethical issues in administering and interpreting assessments.

**Competencies and Outcomes Addressed**

**CACREP Standards:**

* 7-a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
* 7-b. methods of effectively preparing for and conducting initial assessment meetings
* 7-e. use of assessments for diagnostic and intervention planning purposes
* 7-f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
* 7-g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
* 7-h. reliability and validity in the use of assessments
* 7-i. use of assessments relevant to academic/educational, career, personal, and social development
* 7-j. use of environmental assessments and systematic behavioral observations
* 7-k. use of symptom checklists, and personality and psychological testing
* 7-l. use of assessment results to diagnose developmental, behavioral, and mental disorders
* 7-m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
* 1-e. psychological tests and assessments specific to clinical mental health counseling

**PDE Standards:**

* IIIB-1. Learn historical perspectives concerning the nature and meaning of assessment;
* IIIB-2. Understand basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations;
* IIIB-3. Know statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
* IIIB-4. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
* IIIB-5. Know ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
* IIIB-6. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students;
* IIIB-8. Identify various forms of needs assessments for academic, career, and personal/social development.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Drummond, R. D., & Jones, K. D. (2010). [*Assessment procedures for counselors and helping professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page)(8th ed). Pearson.

ISBN: 9780132850636

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Assessing Suicide Risk | 25 |  |
| Discussion: Types of Assessments | 25 |  |
| Resource List for Counselors | 20 |  |
| **Week 2** |  |  |
| Discussion: Motivation Interviewing | 25 |  |
| Observation | 50 |  |
| Mini-Mental State Examination (MMSE) | 50 |  |
| **Week 3** |  |  |
| Discussion: Choosing an Assessment | 25 |  |
| Chronological Age Worksheet | 25 |  |
| Normal Curve | 25 |  |
| Test Protocol – Interpretation of Achieving Testing | 40 |  |
| Quiz | 30 |  |
| **Week 4** |  |  |
| Discussion: Intelligence, Achievement, and Aptitude | 25 |  |
| Discussion: Presentation of Assessments | 50 |  |
| Historical Perspectives | 25 |  |
| Test Protocol – Intelligence | 50 |  |
| **Week 5** |  |  |
| Discussion: Vocational Identity | 25 |  |
| Discussion: Big 5 Personality Test | 25 |  |
| Discussion: Presentation on Assessment | 50 |  |
| CISS Scores | 50 |  |
| Personality Theory | 20 |  |
| **Week 6** |  |  |
| Discussion: ADHD/Executive Functions | 25 |  |
| Discussion: Presentation on Assessment | 50 |  |
| Discussion: Interpreting Assessment Results: Conners 3 | 25 |  |
| **Week 7** |  |  |
| Discussion: Low SES Students and Test Scores | 25 |  |
| Discussion: Multicultural Assessments/Factors Affecting Test Scores | 25 |  |
| Self-Assessment | 20 |  |
| Providing Feedback | 70 |  |
| Presentation on Assessment | 50 |  |
| Prevent Suicide PA Learning | 50 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
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| **Week One: Suicide Assessments** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the usage and types of assessments. | CLO1, CLO2, CLO3 | |
| * 1. Determine how to find and apply appropriate policies and procedures that dictate how to respond to suicidal ideations. | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Evaluate community and national counseling resources to address such issues as child abuse, sexual abuse, suicide intervention and prevention, and crisis intervention. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 100 to 150 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |

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| **Reading**  **Read** the following sections of[*Assessment procedures for counselors and helping professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page):   * Ch. 1, “Introduction to Assessment” * Ch. 2, “Methods and Sources of Assessment Information * Ch. 13, “Clinical Assessment” | | 1.1, 1.2, 1.3 |  |
| **PowerPoint**     * Interviews | | 1.1, 1.2, 1.3 | Lecture = **1 hour** |
| **Presentation on Assessments (Preparation)**  This course includes a presentation on an assessment tool, due in Week 4, 5, or 6. You will summarize and explain your selected assessment in the week indicated below. Review the requirements of the presentation and begin preparing for this assignment.    **Sign up** for one of the assessment choices by placing your name in the *Assigned To* column of the Presentation on an Assessment by Sunday. Assessments are first come, first served. If someone else’s name is already entered, you must choose another assessment.    *Note:*Presentations are due in the weeks indicated.    **Week 4:**  Intelligence Tests   * Slosson Intelligence Test - SIT-R * Wechsler Scale of Abbreviated Intelligence –Second Edition- WAIS II * The Wechsler Intelligence Scale for Children - Fourth Edition - WISC V     Achievement Tests   * The Wide Range Achievement Test 4 (WRAT4) * Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) * Wechsler Individual Achievement Test®-Third Edition (WIAT®-III)     **Week 5:**  Career and Vocational Tests   * Self-Directed Search® (SDS®), 5th Edition * Career Assessment Inventory™- The Vocational Version (CAI) * Workplace Personality Inventory - II(WPI-II)     Adaptive Scales   * Adaptive Behavior Assessment System Second Edition  - ABS-S:2 * Vineland Adaptive Behavior Scales—Second Edition (VINELAND–II)     **Week 7:**  Behavioral Scales   * Conners 3rd Edition * Behavior Assessment System for Children, Second Edition (BASC-3) * Behavior Rating Inventory of Executive Function Second Edition * Reynolds Adolescent Depression Scale-2 * Gilliam Autism Rating Scale, 3rd Ed. - GARS 3 * Beck Depression Inventory-II | | 1.2 | Presentation = **1 hour** |
| **Prevent Suicide PA Learning**  **Depending** on your course track, you will have a choice of which training you would like to complete. On the right-hand side of the website, there are four course categories. You can choose from the Suicide Prevention for Educators course (4 hours to complete) or the Mental Health Providers course (2 hours to complete). If you are in an educational track, it is highly recommend you take the Educators course, as this could be put on your resume or portfolio. Each person should at minimum complete 2 hours and provide evidence of the completion. This could be a screenshot or a certificate.  Definitions of the courses:  *Suicide Prevention for Educators:*  The following classes are part of a larger course entitled, “Youth Suicide Prevention for Educators.” This 8-part course consists of 30-minute modules that satisfy the needs of Act 71 of 2014, requiring a minimum of four hours of training on suicide prevention every five years. This series was developed in collaboration with the Delaware County Intermediate Unit. Each class within this larger course consists of a pre-quiz, video training module, and post-quiz. You may complete as many of the eight classes as you would like. Each will show up on your Prevent Suicide PA Online Learning Center transcript. Additionally, if you complete all of the 8 classes, you may print a certificate indicating the number of hours completed to submit to your employer or school district.  *Mental Health Providers:*  This course is designed to provide behavioral health and medical professionals with an opportunity to enhance their background knowledge in understanding suicide risk factors and behavior, improve their knowledge about suicide risk and protective factors, and build stronger skills for risk assessment and disposition planning.  [Prevent Suicide PA Learning](https://preventsuicidepalearning.com/courses/)  **Submit** your certificate or proof of completion by Week 7**.** | | 1.2, 1.3 | Assignment = **4 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Assessing Suicide Risk**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Ch. 13and **watch** [Basic Methods for Assessing Suicide Risk](https://www.youtube.com/watch?reload=9&v=1L0tuT60N7A) [12:47] .  **Consider** the following scenario:   * A 10th-grade high school English teacher, Mrs. Jones, just called to let you know that one of her students stated she would be “better off dead” and that she “wished she would die.” It is Friday afternoon, and school is dismissing within the hour. The teacher continues to tell you that Jessica has recently withdrawn from her peers and her school activities. Her grades have dropped, and her parents are divorcing. Mrs. Jones has been worried about Jessica but thought it was a “typical teenage thing,” as she had just broken up with her boyfriend. Mrs. Jones also stated that Jessica is really a sweet young lady and that she just recently went out of her way to thank Mrs. Jones for being a mentor to her in a letter.      * **Answer** the following questions:   + What should you do?   + How do you ensure that you are taking the right steps?   + What type of interview would you conduct?   + What types of questions would you ask Jessica?   + What areas of functioning should you assess?   + Does Jessica leave at dismissal?   + Do you contact her parents?   + What are your legal and ethical obligations as Jessica does not want to tell her parents?   + What would you tell Jessica’s parents?   + What would you tell them?   + What would you recommend?   + How do symptoms associated with depression affect Jessica’s personal, social, and academic life?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.2, 1.3 | Discussion = **1 hour** |
| **Discussion: Types of Assessments**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Ch. 1 & 2 of the text.   * **Answer** the following questions:    + As discussed in Ch. 1 & 2, what is an assessment?   + What the broad categories, with specific examples, of data collection as discussed in Figure 1.1 and Table 2.1? Explain the steps of the assessment process.   + What type of assessments do you see yourself using in your career?   + Are you comfortable with one type versus another?   + Which type of assessment do you think would yield the most information about a student or client?   + How does the use of multiple assessment instruments or strategies benefit the assessment process, or does it hinder the process?   + What are some ethical and legal considerations you should consider as discussed in the chapters?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Resource List for Counselors**  **Conduct** research into both national and local resources that can be given to students, clients, parents, or staff members on topics of interest to you. Select at least 2 different topics from the following list:   * Suicide intervention * Child abuse * Sexual abuse * Depression * Crisis intervention * Hotlines * Mobile response units * Any type of support groups or mental health disorder * Grief   **Select** 3 resources that are appropriate for school counselors to use or to provide to families or students.  **Write** a 100- to 250-word summary of each resource, in which you explain its use and purpose.  **Provide** a link to each resource.  **Submit** your descriptions through Blackboard by 11:59 p.m. (EST) on Sunday. | | 1.3 | Assignment = **1 hour** |
| **Total** |  |  | **10 hours** |

# Faculty Notes:

**Assessment Presentation**:

Note that presentations are due in the weeks indicated.

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| **Week 4:** | **Assigned to:** |
| Slosson Intelligence Test - SIT-R |  |
| Wechsler Scale of Abbreviated Intelligence –Second Edition |  |
| The Wechsler Intelligence Scale for Children - Fifth Edition |  |
| The Wide Range Achievement Test 4 (WRAT4) |  |
| Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) |  |
| Wechsler Individual Achievement Test®-Third Edition (WIAT®-III) |  |
|  |  |
| **Week 5:** | **Assigned to:** |
| Self-Directed Search® (SDS®), 5th Edition |  |
| Career Assessment Inventory™- The Vocational Version (CAI) |  |
| Workplace Personality Inventory - II(WPI-II) |  |
| Adaptive Behavior Assessment System-Second Edition  - ABS-S:2 |  |
| Vineland Adaptive Behavior Scales—Second Edition (VINELAND–II) |  |
|  |  |
| **Week 6:** | **Assigned to:** |
| Conners 3rd Edition |  |
| Behavior Assessment System for Children, Second Edition (BASC-3) |  |
| Behavior Rating Inventory of Executive Function Second Edition |  |
| Reynolds Adolescent Depression Scale-2 |  |
| Gilliam Autism Rating Scale, 3rd Ed. - GARS 3 |  |
| Beck Depression Inventory-II |  |

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| Week Two: Interviewing | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explore motivational interviewing and application of motivational interviewing through research. | | CLO1,CLO2 | |
| * 1. Conduct an observation. | | CLO1,CLO2 | |
| * 1. Conduct a Mini-Mental State Examination. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Watch the following video:**   * [Motivational Interviewing: An Introduction](https://www.youtube.com/watch?v=s3MCJZ7OGRk) [17:22] | | 2.1 | Lecture = **1 hour** |
| **PowerPoint**   * CNS521\_Interval observations * CNS521\_Practical Tips for Observations * CNS521\_Sample narrative observation * CNS521\_Writing a narrative observation | | 2.1, 2.2, 2.3 | Lecture = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Motivation Interviewing**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Motivational Interviewing: An Introduction.    **Answer** the following questions:   * What are the four spirits of motivational interviewing (MI)? * What are the four core skills of MI? * What are the four processes of MI? * What benefits do see if you chose to engage in MI? * How can you see using this type of assessment during your career? * Find one peer-reviewed journal article that discussed the practical or clinical implication of this type of interviewing. * Briefly summarize the article and incorporate it into your discussion.   **Include** an APA formatted citation for your selected article.    **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1 | Discussion = **1 hour** |
| **Observation**  **Review** the following PowerPoint presentations:   * CNS521\_Interval observations * CNS521\_Practical Tips for Observations * CNS521\_Sample narrative observation * CNS521\_Writing a narrative observation   **Review** the PowerPoint presentations, as they will help you complete the assignment.  *Note:* This a two-part assignment: Discussion Board Activity & Final Observation.  **Observe** a person or student of your choice for at least 15 minutes. You should include at least a 5-minute on-task and off-task observation, as well as a 10-minute narrative. To start the observation, you should have a description of the environment with enough detail so the reader can clearly picture the environment. Any relevant environmental factors that could influence the subject should also be described, as well as the location of subject in relation to the environment. Include the date, time, setting, and type of activity.  **Post** your observation of the person to the Observation Discussion Board by Thursday.  **Read** at least 3 of your classmates’ observations and provide feedback. If a classmate already has feedback, chose another submission so everyone can receive feedback.  **Provide** feedback to your fellow classmates as to how detailed and accurate the description is by Saturday. Were you able to picture the environment from the description? Was there something in the description that confused you? What was clearly presented? Remember that there should be no opinions, and only write the observations using behavioral descriptors and not assumptions. There should be no use of the first-person perspective.  **Upload** the final observation to Blackboard by 11:59 p.m. (EST) on Sunday. Mark this observation as your final version. | | 2.2 | Assignment = **3 hours** |
| **Mini-Mental State Examination (MMSE)**  **Download** [Mini-Mental State Examination (MMSE)](https://www.uml.edu/docs/Mini%20Mental%20State%20Exam_tcm18-169319.pdf).  **Give** the Mini-Mental State Examination (MMSE) to someone you know as an exercise. Tell them this is for educational purposes only and is being used to familiarize you with the process of interviewing students or clients. Score the interview and take anecdotal notes for your write-up.  **Summarize** your interview, your findings, and score. What did you learn from this exercise? Were you comfortable conducting this interview? What needed improvement? Were you able to maintain rapport while conducting this assessment? When can you see this type of interview as being useful in a clinical or school setting? | | 2.3 | Assignment = **3 hours** |
| **Total** |  |  | **10 hours** |

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| Week Three: Measurements/Statistical Concepts | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Calculate a chronological age. | | CLO2 | |
| * 1. Describe properties of the normal curve. | | CLO2 | |
| * 1. Calculate measures of central tendencies and identify properties of scales of measurements. | | CLO2 | |
| * 1. Describe the steps for selecting an appropriate assessment measure through concepts of reliability, validity, and the norming process. | | CLO1, CLO2 | |
| * 1. Identify the limitations of age and grade equivalencies as well as explore ethical and legal considerations. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** the following sections of[*Assessment Procedures for Counselors and Helping Professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page):   * Ch. 3, “Statistical Concept” * Ch. 4, “Understanding Assessment Scores” * Ch. 7, “Selecting, Administering, Scoring, and Interpreting Assessment Results” | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| **Watch** the following videos:   * [Calculating Chronological Age](https://vimeo.com/synergiseducation/review/125957481/6d4524b5c7) [3:09] * [Normal Distributions](https://www.youtube.com/watch?v=HnMGKsupF8Q) [5:06] * [The Validity and Reliability of Instruments](https://www.youtube.com/watch?v=O4FvB-W4Siw) [18:07] | | 3.1, 3.2, 3.4 | Lecture = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Choosing an Assessment**    **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Ch. 7 & The Validity and Reliability Instrument video.  **Consider** the following scenario:   * Your boss has asked you to advise her in selecting a new rating scale to assist in screening for depression. She has given you two tests to choose from and has provided the manuals for both for you to review.     **Answer** the following questions:   * What types of technical information would you look for in the manuals to help you make your recommendation? * Why might one test be better than the other? * What are some practical considerations? * What steps should you take? * What should you consider first? * Do you agree that counselors should be careful in interpreting test results from diverse backgrounds? Why or why not?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.4 | Discussion = **1 hour** |
| **Chronological Age Worksheet**  **Download** and complete the Chronological Age Worksheet  **Submit** your completed worksheet through Blackboard by 11:59 p.m. (EST) on Sunday. | | 3.1 | Assignment = **1 hour** |
| **Normal Curve**  **Review** Ch. 3 and the Normal Distribution video.  **Write** a 200- to 300-word paper that explains the following:   * The six properties of the normal curve * How the normal curve applies to assessment * How the normal curve can help with interpreting test results * How to use the normal curve when providing feedback to parents   **Submit** your paper through Blackboard by 11:59 p.m. (EST) on Sunday. | | 3.2 | Paper = **1 hour** |
| **Test Protocol – Interpretation of Achieving Testing**  **Review** Ch. 4 and Exercise 4.1 on p. 86of the text.  **Explain** the difference between subtests and composite scores. What are a standard score, confidence interval, and percentile? How are age and grade equivalence defined, and how should they be used? What are the perils of using age grade or age equivalents?  Using Exercise 4.1, how would you compare the overall Reading Total, Math Total, and Written Language scores? When interpreting, make sure to discuss percentiles, confidence intervals, and use the descriptive classifications at the top of p. 85. Which areas are Marisol’s strengths? Which areas are her weaknesses?  Lastly, would you be comfortable reviewing these results with a parent or client? Do you feel you have a grasp of the assessment terms to promote your understanding? What can be done to improve your comfort level, if needed? What are some ethical considerations you need to think about prior to administering achievement assessments and then interpreting results?  **Submit** your answers through Blackboard by 11:59 p.m. (EST) on Sunday. | | 3.5 | Assignment = **2 hours** |
| **Week 3 Quiz**  **Complete** the Week 3 Quiz by 11:59 p.m. (Eastern time) on Sunday. | | 3.3 | Quiz - **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

For Test-Protocol Assignment, allow the student to resubmit the assignment until all the answers are correct.

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| Week Four: Intelligence, Achievement, and Aptitude Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between intelligence, achievement, and aptitude. | | CLO1, CLO2 | |
| * 1. Describe theories of intelligence. | | CLO1, CLO2 | |
| **4.3** Calculate standard scales, confidence intervals, percentiles, and qualitative descriptors for a given student on a test protocol**.** | | CLO2 | |
| **4.4** Discuss historical perspectives concerning the nature and meaning of assessment. | | CLO1 | |
| **4.5** Explain general test administration and scoring of brief intellectual screeners, achievement, vocational behavioral scales. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** the following sections of[*Assessment Procedures for Counselors and Helping Professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page):   * Ch. 8, “Assessment of Intelligence and General Ability” * Ch. 9, “Assessment of Achievement” * Ch. 10, “Assessment of Aptitude” | | 4.1, 4.2, 4.3, 4.4 |  |
| **Watch** the following videos:   * [Overview of Kaufman Brief Intelligence Test](http://downloads.pearsonassessments.com/videos/K-BIT2_Overview_2011-09-28/lib/playback.html) [1:01:19] * [Understanding Assessment Terminology](https://vimeo.com/synergiseducation/review/125704177/93e8dea05d) [21:51] | | 4.1, 4.2 | Lecture = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Intelligence, Achievement, and Aptitude**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Answer** the following questions on intelligence, achievement, and aptitude:   * What is the difference between intelligence, achievement, and aptitude? * How do you define *intelligence*? * How does that definition compare to some of the existing theories? * Which theory is closest to your viewpoint? * Where do you place social intelligence? * Explain special issues in intelligence testing such as hereditary, test bias, and the Flynn effect. * Do you see achievement or aptitude as being more important? * Under what circumstances would you use achievement scores versus aptitude scores?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1, 4.2 | Discussion = **1 hour** |
| **Historical Perspectives**  **Write** a 350- to 700- word paper in which you discuss historical perspectives concerning the nature and meaning of assessment. What do you think were major developments in the area of assessment that had a significant impact both past and present?    **Format** your paper according to APA guidelines.  **Visit** the library to learn more about [APA Resources](http://gmercyu.libguides.com/citationhelp/)  **Submit** your perspective by 11:59 p.m. (EST) on Sunday. | | 4.4 | Paper = **2 hours** |
| **Test Protocol – Intelligence**  **Review** the Overview of Kaufman Brief Intelligence Test and Understanding Assessment Terminology videos.  **Consider** the following scenario:   * Jane Doe is a 4th-grade student who was referred to the school counselor for screening into the gifted program by her mother. As part of the screening process, a K-BIT 2 was given, and the following raw scores were obtained:   Raw Scores:   |  |  | | --- | --- | | Verbal knowledge | 48 | | Riddles | 31 | | Matrices | 38 |   Test date: February 5, 2015  Date of birth: July 29, 2005  **Use** the following charts to complete the answer sheet. You must first calculate Jane’s chronological age to determine which chart you should use.   * Descriptive Category for Standard and Composite Scores * IQ Composite Standard Scores, Confidence Intervals, and Percentile Ranks * Nonverbal Standard Scores and Percentile Ranks * Percentile Ranks Corresponding to Scaled Scores * Verbal Standard Score and Confidence Intervals   **Submit** the answer sheet by 11:59 p.m. (EST) on Sunday. | | 4.3 | Assignment = **4 hours** |
| **Discussion: Presentation on Assessment**  **Topics** for Week 4 include the following:     |  | | --- | | Slosson Intelligence Test - SIT-R | | Wechsler Scale of Abbreviated Intelligence –Second Edition | | The Wechsler Intelligence Scale for Children - Fifth Edition | | The Wide Range Achievement Test 4 (WRAT4) | | Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) | | Wechsler Individual Achievement Test®-Third Edition (WIAT®-III) |   **If you have an assigned topic for this week:**  **Create** a 3- to 5-minute presentation utilizing Microsoft PowerPoint or an online tool—such as [Prezi](https://prezi.com/), [PowToon](http://www.powtoon.com), or [Haiku Deck](http://www.haikudeck.com)—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to the publisher * Purpose and recommended use * Areas measured by the test, including a description of the variables measured * Brief description of administration: type, length, and training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, and composition * Scores available: standard scores, percentiles, and age equivalents * Evidence of reliability, including how reliability was determined and what types are presented * Evidence of validity, including what information is presented to demonstrate the validity of the measure and what the correlations with other tests are * The author’s recommendations as to the appropriateness of use with diverse learners and English language learners (ELLs) * Your opinions on the measure: What is desirable about the measure? What are some limitations of the measure?   **Post** the link of your presentation in the Assessment: Presentation Discussion by Thursday 11:59 p.m. (EST)  **Learn** more about creating narrated PowerPoint by visiting [Technology Tutorials](https://sites.gmercyu.edu/student-resources/technology-tutorials/)  **Provide** feedback to all presentations by Sunday 11:59 p.m. (EST). If you presented, respond to any questions your classmates may have, and view all presentations except your own.  **Upload** your presentation in Week 7 for a grade on your presentation.  *Note:*If you used Microsoft PowerPoint, upload your presentation to One Drive and share the link. See the Tutorials section for additional information. The assignment is graded according to the Presentation Rubric. | | 4.5 | Presentation = **2 hours** |
| **Total** |  |  | **10 hours** |

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| Week Five: Career and Employment Assessments/Personality Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the use of career and employment assessments. | | CLO1, CLO2 | |
| * 1. Analyze and interpret a career assessment. | | CLO1, CLO2, CLO3 | |
| * 1. Explore personality assessments. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** the following sections of[*Assessment Procedures for Counselors and Helping Professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page):   * Ch. 11, “Personality Assessment” * Ch. 12, “Career and Employment Assessment” | | 5.1, 5.2, 5.3 |  |
| **Watch** the following videos:   * [Measuring Personality: Crash Course Psychology #22](https://youtu.be/sUrV6oZ3zsk) [11:06] * [James Marcia's Adolescent Identity Development](https://youtu.be/-JrZwmHU9xE) [7:24] | | 5.1, 5.2 | Lecture = **1 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Vocational Identity**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Ch. 11 and James Marcia’s Adolescent Identity Development video.     * Explain the four stages of Marcia’s theory of identity formation and how this relates to career development. In your journey to define your vocational identity, do you see yourself in any of these stages? What stage do you feel you are in? How can knowledge of Marcia’s theory of identity formation help you in counseling students and adults who are conflicted about their career choices or lack of choice? How can this be combined with the Riase model or other interest or career inventories as discussed in Ch. 11? What do you think is the best way to find out someone’s interest—that is, using an interest inventory or asking the person? What factors could interfere with asking the person when examined through Marcia’s theory of identity formation?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2 | Discussion = **1 hour** |
| **Discussion: Big 5 Personality Test**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** Ch. 12 and the Personality Assessment video.  **Complete** the [Big 5 Personality Test](https://openpsychometrics.org/tests/IPIP-BFFM/).   * Take the Big 5 Personality Test. Did the results surprise you? Are they consistent with how you see yourself? What do the results suggest about your personality? Do you think that personality tests have a place in today’s assessments or employment screenings?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.3 | Discussion = **1 hour** |
| **CISS Scores**  **Consider** the following scenario:   * Javier is a junior at a local state university. He is seeking career counseling for help in choosing a major. Both of Javier’s parents are attorneys, and although they have encouraged him to choose a major that he is interested in, he feels some pressure to pursue law school after graduation. Although he is interested in some aspects of the legal profession, he is not certain if that is the career for him. He recalls his time spent as a camp counselor as a high school student and remembers greatly enjoying working with children. He enjoyed working outside and supervising various sports and activities with the children. Javier was administered the Campbell Interest and Skill Survey (CISS; Campbell, Hyne, & Nilson, 1992). The profile shows Javier’s scores on the CISS Orientation Scales and the Basic Interest and Skills Scales.   **Respond** to the following in the CISS Scores Discussion Board by 11:59 p.m. (EST) on Thursday:   * Based on his scores on the Orientation scales, which areas should Javier pursue? * Which areas should he avoid? * According to Javier’s Basic Interest and Skill Scale scores, which interest and skill scales should he pursue? * What should he avoid? * On the Child Development scale, notice the difference in Javier’s interest score (T score = 68) and the skills score (T score = 52). Explain what the difference in these two scores indicate. * Should Javier pursue a career as an attorney? Explain your response. * What occupations could Javier pursue based on his CISS scores? Explain your response. * What type of ethical considerations could you encounter when providing feedback to Javier? How can you avoid some of these issues?   **Provide** meaningful feedback to 3 of your classmates by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2 | Assignment = **2 hours** |
| **Personality Theory**  **Write** a 350- to 700-word paper by answering the following questions:   * How do you define *personality*? Define and provide examples of traits, states, and types as described in Ch. 12. Pick one of the personality assessments discussed in the book. Briefly describe this test, list any strengths or weaknesses, and explain where and how you find this test being used in practice.   **Format** your paper according to APA guidelines.  **Visit** the library to learn more about [APA Resources](http://gmercyu.libguides.com/citationhelp/)  **Submit** theory paper through Blackboardby 11:59 p.m. (EST) on Sunday. | | 5.3 | Paper = **1.5 hours** |
| **Discussion: Presentation on Assessment**    **Topics** for Week 5 include the following:     |  | | --- | | Self-Directed Search® (SDS®), 5th Edition | | Career Assessment Inventory™- The Vocational Version (CAI) | | Workplace Personality Inventory - II(WPI-II) | | Adaptive Behavior Assessment System-Second Edition  - ABS-S:2 | | Vineland Adaptive Behavior Scales—Second Edition (VINELAND–II) |   **If you have an assigned topic for this week:**  **Create** a 3- to 5-minute presentation utilizing Microsoft PowerPoint or an online tool—such as [Prezi](https://prezi.com/), [PowToon](http://www.powtoon.com), or [Haiku Deck](http://www.haikudeck.com)—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to the publisher * Purpose and recommended use * Areas measured by the test, including a description of the variables measured * Brief description of administration: type, length, and training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, and composition * Scores available: standard scores, percentiles, and age equivalents * Evidence of reliability, including how reliability was determined and what types are presented * Evidence of validity, including what information is presented to demonstrate the validity of the measure and what the correlations with other tests are * The author’s recommendations as to the appropriateness of use with diverse learners and English language learners (ELLs) * Your opinions on the measure: What is desirable about the measure? What are some limitations of the measure?   **Post** the link of your presentation in the Assessment: Presentation Discussion by Thursday 11:59 p.m. (EST) .  **Learn** more about creating narrated PowerPoint by visiting [Technology Tutorials](https://sites.gmercyu.edu/student-resources/technology-tutorials/)  **Provide** feedback to all presentations by Sunday 11:59 p.m. (EST). If you presented, respond to any questions your classmates may have, and view all presentations except your own.  **Upload** your presentation in Week 7 for a grade on your presentation.  *Note:*If you used Microsoft PowerPoint, upload your presentation to One Drive and share the link. See the Tutorials section for additional information. The assignment is graded according to the Presentation Rubric. | | 4.5 | Presentation = **2 hours** |
| **Total** |  |  | **8.5 hours** |

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| Week Six: Behavioral Assessment, Executive Functions, and Attention | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the use and interpretation of behavior scales. | | CLO1,CLO2 | |
| * 1. Determine how to provide feedback to parents. | | CLO2 | |
| * 1. Learn to interpret behavioral scales. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Watch** the following videos:   * [This is how you treat ADHD based off science, Dr Russell Barkley part of 2012 Burnett Lecture](https://youtu.be/_tpB-B8BXk0) [13:46] * [Executive Function: The Brain's Control Center](https://youtu.be/sZmElSGKBG8) [5:21] | | 6.3 | Lectures = **1 hour** |
| **Prevent Suicide PA Learning**  **Complete** your certificate program. You can upload the certificate in week 7 | | 1.2 | Assignment = **.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: ADHD/Executive Functions**    **Review** This Is How You Treat ADHD Based Off Science, Dr Russell Barkley part of 2012 Burnett Lecture and Executive Functions: The Brain’s Control Center videos.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What did you learn from the videos about ADHD an executive functions? How are they related? Provide at least 3 statement or concepts that resounded with you. How would you describe ADHD and executive functions? How can understanding these concepts help you with assessments and clients?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.1, 6.2 | Discussion = **1 hour** |
| **Discussion: Interpreting Assessment Results: Conners 3**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Consider** the following scenario:   * Marisol is a 5th-grade student who is struggling academically. Her teacher reports that Marisol has difficulty participating within the classroom and requires an extensive amount of prompting and encouragement to complete tasks. She often does not work up to her potential, getting responses wrong that Mr. Smith knows she can complete. She is very truthful, often admitting when she rushed through an assignment just to complete it. Marisol will often fidget with her belongings, such as her hair or pencil, distracting her from the lesson or task at hand. She is not self-driven, and she performs better when Mr. Smith gives her short-term goals to accomplish. Currently, Marisol is below grade level in both reading and math. The Parent Conners 3 form was not returned.   The following scores were obtained on the Conners 3 behavioral scales:   |  |  | | --- | --- | | **T-Score** | **Guidelines** | | 70+ | Very Elevated Score (Many more concerns than are typically reported) | | 65-69 | Elevated Score (More concerns than are typically reported) | | 60-64 | High Average (Slightly more concerns than are typically reported) | | 40-59 | Average Score (Typical levels of concern) | | < 40 | Low Score (Fewer concerns than are typically reported) |  |  |  | | --- | --- | | **Scale** | **T-Score** | | Inattention | 86 | | Hyperactivity/Impulsivity | 60 | | Learning Problems | 82 | | Executive Functions | 83 | | Defiance/ Aggression | 84 | | Peer Relations | 74 |  |  |  | | --- | --- | | **Composite** | **T-score** | | ADHD Predominately Inattentive Type | 81 | | ADHD Predominantly Hyperactive-Impulsive Type | 60 |   **Behavior Rating Inventory of Executive Function, Second Edition- Teacher Form**  *T* scores are used to interpret the level of executive functioning. These scores are linear transformations of the raw scale scores (M = 50, SD = 10). *T* scores provide information about an individual’s scores relative to the scores of respondents in the standardization sample. Percentiles represent the percentage of children in the standardization sample with scores at or below the same value.  For all BRIEF2 clinical scales and indexes:   * *T* scores from 60 to 64 are considered mildly elevated. * *T* scores from 65 to 69 are considered potentially clinically elevated. * *T* scores at or above 70 are considered clinically elevated.  |  |  |  | | --- | --- | --- | | Index/scale | *T* score | Percentile | | Inhibit | 60 | 88 | | Self-Monitor | 84 | > 99 | | **Behavior Regulation Index (BRI)** | 70 | 93 | | Shift | 51 | 77 | | Emotional Control | 60 | 90 | | **Emotion Regulation Index (ERI)** | 56 | 85 | | Initiate | 82 | > 99 | | Working Memory | 89 | > 99 | | Plan/Organize | 60 | 86 | | Task-Monitor | 79 | > 99 | | Organization of Materials | 59 | 86 | | **Cognitive Regulation Index (CRI)** | 71 | 96 | | **Global Executive Composite (GEC)** | 71 | 96 |  * What would you conclude from the information provided? What other information would you like to know? * What are areas of strengths and weaknesses? * Based on the results, what do you say to Marisol’s parents and teacher? * What would you recommend for Marisol?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.1, 6.2, 6.3 | Discussion = **1 hour** |
| **Discussion: Presentation on Assessment**  **Topics** for Week 6 include the following:   |  | | --- | | Conners 3rd Edition | | Behavior Assessment System for Children, Second Edition (BASC-3) | | Behavior Rating Inventory of Executive Function Second Edition | | Reynolds Adolescent Depression Scale-2 | | Gilliam Autism Rating Scale, 3rd Ed. - GARS 3 | | Beck Depression Inventory-II |   **If you have an assigned topic for this week:**  **Create** a 3- to 5-minute presentation utilizing Microsoft PowerPoint or an online tool—such as [Prezi](https://prezi.com/), [PowToon](http://www.powtoon.com), or [Haiku Deck](http://www.haikudeck.com)—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to the publisher * Purpose and recommended use * Areas measured by the test, including a description of the variables measured * Brief description of administration: type, length, and training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, and composition * Scores available: standard scores, percentiles, and age equivalents * Evidence of reliability, including how reliability was determined and what types are presented * Evidence of validity, including what information is presented to demonstrate the validity of the measure and what the correlations with other tests are * The author’s recommendations as to the appropriateness of use with diverse learners and English language learners (ELLs) * Your opinions on the measure: What is desirable about the measure? What are some limitations of the measure?   **Post** the link of your presentation in the Assessment: Presentation Discussion by Thursday 11:59 p.m. (EST) .  **Learn** more about creating narrated PowerPoint by visiting [Technology Tutorials](https://sites.gmercyu.edu/student-resources/technology-tutorials/)  **Provide** feedback to all presentations by Sunday 11:59 p.m. (EST). If you presented, respond to any questions your classmates may have, and view all presentations except your own.  **Upload** your presentation in Week 7 for a grade on your presentation.  *Note:*If you used Microsoft PowerPoint, upload your presentation to One Drive and share the link. See the Tutorials section for additional information. The assignment is graded according to the Presentation Rubric. | | 4.5 | Presentation = **2 hours** |
| **Total** |  |  | **5.5 hours** |

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| Week Seven: Diverse Populations; High-Stakes Testing | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate your own knowledge according to the American Counseling Association (ACA) assessment competencies for counselors. | | CLO3, CLO4 | |
| * 1. Describe some ethical factors that may affect the results of an assessment, such as test bias, examiner bias, English language issues, and special or diverse populations. | | CLO3, CLO4 | |
| * 1. Describe the impact of low SES and test scores. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** the following sections of[*Assessment Procedures for Counselors and Helping Professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page)*:*   * Ch. 15, “Assessment Issues with Diverse Populations” * Ch. 16, “Communicating Assessment Results” * Ch. 17, “Ethical and Legal Issues in Assessment” | | 7.1, 7.2, 7.3 |  |
| **Watch** the following video:   * [Do standardized tests matter? | Nathan Kuncel | TEDxUMN](https://youtu.be/Gv_Cr1a6rj4) [15:04] | | 7.1, 7.2, 7.3 | Lecture = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Low SES Students and Test Scores**    **Review the** Do Standardized Tests Matter? | Nathan Kuncel | TEDxUMN video.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What is your reaction to this video? * Do you believe that test scores are predictive as discussed within the video? Justify your reasoning. * How does this video challenge your beliefs? * As a future counselor, how would this knowledge help or aid you when working with clients or high school seniors? * What implications can you take away from this video, especially regarding low SES students? * What are steps that can be done to increase the application rates? * Are there any ethical considerations that should be addressed when working with low SES students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.3, ULO5 | Discussion = **1 hour** |
| **Discussion: Multicultural Assessments/Factors Affecting Test Scores**    **Review** Ch. 15 of the text.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Describe the pertinent issue regarding standardized testing as described in Ch. 15. * Discuss factors such as personal bias and expectations, lack of cultural knowledge, and English as a second language (ESL) that can affect the validity and reliability of test results. * What are some ways to reduce these factors? * What are some steps that counselors can take to reduce the affects these can have on assessments? * What are some ethical considerations new school counselors need to consider?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.2, ULO5 | Discussion = **1 hour** |
| **Self-Assessment**  **Review** Ch. 17 and pp. 403, 404, & 417 of the text.  **Write** a 350- to 700-word paper in which you address the following:   * How do you rate yourself or assess your level and skill in the seven areas discussed on p. 403 as you move closer to your certification? * What areas are your major strengths? * What areas are your major weaknesses? What are some strategies or approaches you could employ to improve in these areas?   **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard by Sunday 11:59 p.m. (EST). | | 7.1 | Paper = **1 hour** |
| **Providing Feedback**  **Review** Ch. 16 of the text.  **Review** the results of Marisol’s screening and your recommendation to her parents.  **Create** a video recording of yourself in a role-play providing feedback to Marisol's parents. You must have a friend or family member play the role of Marisol's parents. Determine how you will provide your feedback and recommendations to Marisol’s parents in an approximately 5- to 15-minute in-person meeting. Review the purpose of the assessment, the results, the strengths, and the weakness within her profile. Make note of how the assessments could relate to each other.  **Ensure** that you address the following:   * Intellectual or IQ function (protocol that you complete in Week 4) * Achievement test score (p. 86) * Results of Conners 3 (Week 6) * Results of the BRIEF 2 (Week 6) * Recommendations * Include the results of the K-Bit 2, the achievement results on p. 86, and the Connors scale, as well as the BRIEF 2 in the video.   **Upload** your video file or video weblink onto a Word document to Blackboard by Thursday 11:59 p.m. (EST).  **Upload** your video to the Marisol Parent’s Feedback Forum by Thursday 11:59 p.m. (EST) | | 6.2, 6.3 | Assignment = **1 hour** |
| **Presentation on Assessment**  For grading, **upload** your presentation through Blackboard by Thursday 11:59 p.m. (EST). | | 4.5 | Assignment = **.5 hour** |
| **Prevent Suicide PA Learning**  **Upload** your certificate through Blackboard by Thursday 11:59 p.m. (EST). | | 1.2 | Assignment = **.5 hour** |
| **Total** |  |  | **7 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 10 |
| Supplemental | 0 |
| **Week 2** |  |
| Required | 10 |
| Supplemental | 0 |
| **Week 3** |  |
| Required | 7 |
| Supplemental | 0 |
| **Week 4** |  |
| Required | 10 |
| Supplemental | 0 |
| **Week 5** |  |
| Required | 8.5 |
| Supplemental | 0 |
| **Week 6** |  |
| Required | 5.5 |
| Supplemental | 0 |
| **Week 7** |  |
| Required | 7 |
| Supplemental | 0 |
|  |  |
| **Total Required Hours** | 58 |
| **Total Supplemental Hours** | 0 |
| **Total Hours** | 58 |