

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**

"Preparing professionals to meet our diverse communities' lifelong educational needs"

Diversity & Inclusiveness

- to work in diverse settings
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

Impacting Learning and Development

- to ensure students and clients succeed
- to use technology to enhance learning
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- to use evidence to solve problems of practice and enhance therapeutic decisions

Winter Quarter, 2012

**COUN 566: Practicum: Appraisal of Instruments
(concurrent enrollment in COUN 567 required)**

INSTRUCTOR:

Russell D. Miars, Ph.D.

506L Education Bldg.

Office phone: 503-725-4611 (voice mail messages)

Office Hours: Monday 2:00 – 4:00 p.m.

Tuesday 3:00 – 3:45 p.m.

Wednesday 9:30 – 10:30 a.m.

By **email appointment only**; (miarsr@pdx.edu); send in advance to request and confirm a specific office hour appointment time

If you require accommodations (e.g., interpreter, note-taker, etc.), please see me immediately. I will work with you to facilitate getting any needed supports.

COURSE DESCRIPTION:

This 1-credit course accompanies COUN 567: Using Tests in Counseling, and is intended to be a Practicum and term research project in which the student selects, studies and evaluates a minimum of three (3) appraisal/assessment instruments related to their future counseling practice. The student will demonstrate how to assess an instrument for appropriate use.

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

- Identify and use a variety of assessment instruments
- Use and update research and knowledge to enhance professional practices
- Consider issues related to special populations, including multicultural assessment
- Apply professional ethics in assessment

COURSE OBJECTIVES:

1. Review test manuals and published academic critiques of selected tests/instruments relating to the student's future practice setting/specialty area.
2. Submit a 10-11 page (maximum), double-spaced paper in which the selected tests are analyzed and reviewed for quality and appropriate use. Concise, clear writing is essential. No special binders; cover/title sheet optional.

TEST SELECTION AND ANALYSIS:

Identify your population or sub-population (e.g., mental health; rehabilitation; school setting; marriage & family therapy) and then identify, study and analyze a minimum of 3 different tests/assessment instruments that are (could be) used with this sub-population.

Your analysis and critique of each test should include (minimally) a review of such areas as: 1) purpose of test; 2) selection and use with your population, especially any special considerations regarding age, gender bias, disability, ethnicity or other cultural factors related to the evaluation of individuals or groups; 3) quality of test (established reliability and validity data) 4) quality of test manual; 5) ease of administration and scoring; 6) interpretation and adequacy of test norms; and 7) how it would assist with counseling goals.

Use APA Style writing guidelines; you should minimally use the above seven areas as subheadings to organize your review/critique of each selected instrument. Clear organization and writing are critically important in this project. Cite authors by name and date in text [e.g., Miars (2001) reports...or, within a sentence as, ...(Miars, 2011).].

Your purpose is to demonstrate a more in-depth knowledge and critical analysis of each selected test than was possible through the COUN 567 classroom survey of testing. You must cite outside sources (e.g., MMYB reviews, or *Tests in Print*, or journal article(s)), including the test manual, that you used in each of your 3 critiques in an APA style bibliography/reference list at the end of your paper (cite the test manual and 2 outside sources per test, times 3, for a minimum total of 9 in your reference list).

An example of a test manual reference page citation:

Garner, D. M. (2004). *Eating Disorder Inventory-3: Professional manual*. Lutz, FL: Psychological Assessment Resources, Inc.

An example of a MMYB reference page citation:

Atlas, J.A. (2007). [Review of the Eating Disorder Inventory-3]. In *The seventeenth mental measurements yearbook*. Available from:

<http://www.ovidsp.tx.ovid.com.proxy.lib.pdx.edu>

TEXT:

Silverlake, A.C. (1999). Comprehending Test Manuals: A Guide and Workbook. Los Angeles, CA: Pyczak Publishing.

[What you learn through the completion of the workbook exercises directly applies to your ability to analyze an instrument]

LIBRARY (research) RESOURCES:

Also consult reference citations in test manuals on reserve in the Graduate School of Education Library, 3rd floor (MISL), and through literature search in PSU main library (e.g., PsycINFO database; *Mental Measurements Yearbook*; *Tests in Print*), and the AAC Standards listed in Appendix E, Whiston (2009) text. Two best sources are:

1) As a PSU graduate student, the online version of the MMYB is available free through the main library's database:

<http://www.lib.pdx.edu/systems/eresources/resources.php?category=57>

NOTE: When doing a search in the database try both the full title, and the acronym for the test; the title must be entered exactly as written for the search result to show.

2) Tests in Print VI (2002): available in the reference section of the Main Library at call number: BF 176. T435 Please use it as another/additional source if you have trouble locating two MMYB reviews for your selected instrument.

PROJECT GUIDANCE:

Consultation on your test selection and research review will be given in class, and can be provided by the instructor to assure a range of tests are reviewed for your practice specialty. You must have access to the test manual to use it as one of your selected tests. **It is more important that you show ability to review/critique three tests well, than to select tests that match exactly to your specialty.**

GRADING:

Your grade will be based on your research paper (100 points total): overall quality of research and presentation will be 40% of your score; accuracy of information and completeness of critique/review of each test will be the remaining 60% of your score (3 x 20% = 60%). A scoring sheet will be returned with your paper. You should follow APA writing style as closely as possible in the body (text) and in citing the required references.

DUE DATE (NO exceptions)

Your completed, typed, double-spaced paper is **due at the March 6th class**. Before submitting the print copy, you must also submit your paper via TK-20 (COUN 566: Key Assignment) to be used to show mastery of CACREP competencies in assessment. The hard copy, and your score/grade sheet will be returned to you after completion of the COUN 567 final exam during finals week.