



University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling

COU 605 Principles of Vocational, Educational, and Psychological Assessment

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard for one hour per week

Course Description:

The course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment.

Course Objectives:

1. To identify types of psychometric tests appropriate for evaluation of various populations.
2. To understand the basic measurement principles and psychometric properties of standardized tests.
3. To understand the ethical and legal implications of testing and assessment.
4. To develop skills in the development of specific referral questions and individualized evaluation plans.
5. To understand cultural uniqueness as applied to ethnic and cultural minorities.
6. To understand and use occupational information and resources.
7. To understand the administration, scoring and interpretation of a variety of commercial assessment instruments.

8. To develop familiarity with assessments are administered.
9. To be able to effectively integrate assessment data with career counseling and choices.
10. To understand the limitations of testing in psychology, education, and vocational rehabilitation.

Required Text:

Note Please check with instructor before purchasing the text.

Sheperis, C. J., Drummond, R. J., & Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals*. (9th Ed.). Hoboken, NJ: Pearson Education, Inc

CACREP Standards

This course meets the fCACREP standards for ASSESSMENT AND TESTING. This includes providing:

- 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
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, 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

Course Structure:

The structure for this course is going to be different from most courses with which you are most familiar. For several reasons, we will deviate frequently from the traditional lecture format that is characteristic of most college classes—a format in which an instructor distributes information to students, who often passively take notes, ask a question here and there, and attempt to memorize the information for exams. In contrast, I want students to be actively involved in the learning process, continually interacting with each other and with me. To accomplish our course objectives, we will be using an evidence-based teaching method known as interteaching.

Interteaching:

This course uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:

1) Class Participation:

2) Reflection Paper: Students are expected to complete a 2-page (double-spaced) reflection paper on your most memorable personal experience with testing and assessment. Describe any assessment experience / test(s) you can remember taking, your experiences in having the test(s) administered to you, and to what extent the results were or were not useful to you or any decisions that were made based on the tests. The reflection paper is worth 20 points total. Due June 15th, 2022 (prior to the start of class).

3) Written Assignment: Select a reputable news story, published within the past 12 months, about an assessment and/or testing controversy and write a 2-3-page summary of the controversial issue.

4) Open Book Chapter Quizzes: Each chapter quiz will be worth 20 points (200 total points) and will cover the assigned reading, assigned research article(s), and prep guide from the previous class.

5) Assessment in the Real-World Project: Students will choose an activity (1 of 4 options) from the list below to complete over the course of the semester. More information about these assignments can be found in Blackboard

- Community Evaluation Scan OR
- Assessment Professional Biography Project OR
- Assessment Critiques OR
- Current Issues Paper:

6) Group Assessment Project: Students will be expected to work as a member of a 4-person team to develop an in-class Power Point presentation on an assessment topic (from the list in Blackboard). Each student will be graded separately. All student groups must email the instructor an outline detailing the planned contributions of each group member. If there are changes the group must provide an updated contribution outline the day of the presentation.

Course Requirements:

Class Participation (12 @ 5 pts each) = 60 points

Reflection Paper = 20 points

Written Assignment = 20 points

Chapter Quizzes (10 @ 20 pts each) = 200 points

Assessment in the Real-World Project = 50 points

Group Assessment Project = 50 points

Total Possible = 400 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Late Work: Late assignments will have 10% of the overall grade deducted each day until the assignment is properly submitted.

Grading: This course is a satisfactory/unsatisfactory grading. Students need to obtain the equivalent of 80 points (B-) to receive a satisfactory grade.

Final Note: It is the policy of University of Massachusetts Boston Graduate Studies that grades of 'Incomplete' are given in cases of catastrophic loss (death of partner, parent, family member) or major illness (surgery requiring hospitalization). The conditions for resolving Incompletes are arranged before the end of the semester, are written, and become official documents included in the student file. A student must be otherwise passing the course in order to be eligible for consideration of an Incomplete grade. After 12 months, the Incomplete is automatically converted to an F by the registrar. Credit may be earned for that course only by registering, paying, and taking it a second time.

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://Current Students - UMass Boston (umb.edu))
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.