

**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, 2011**

**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 1:30 – 4:00 p.m.

Tuesday 3:00 – 3:45 p.m.

Send an email (miarsr@pdx.edu) 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 3 tests related to their future counseling specialty practice.

**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 critiques of selected tests relating to the student's future practice setting/specialty area.
2. Submit a 10-11 page (maximum) paper in which the selected tests are presented and reviewed for quality and appropriate use. No special binders; cover 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/assessments that are (could be) used with this population.

Your analysis and critique of each test should include (minimally) a review of such issues 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 (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.

You should use APA Style writing guidelines and use the above seven areas as subheadings to organize your review/critique of each selected instrument.

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, Tests in Print, journal article), 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).

### 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 applies directly to your ability to analyze an instrument]

## LIBRARY RESOURCES:

Also consult references in test manuals on reserve in the Graduate School of Education Library, 3<sup>rd</sup> floor (MISL), and through literature search in PSU main library (e.g., PsycINFO database; *Mental Measurements Yearbook*; *Tests in Print*), and the Web Sites listed in Appendix E, Whiston (2005) 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 data base:

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

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

## 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. **It is more important that you show ability to review 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 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 1st class**. You must also post your paper in you TK-20 account as an artifact documenting mastery of CACREP competencies. The hard copy and your grade sheet will be returned to you after completion of the 567 final exam.