College of Education's Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5270 Counseling Tests & Measurement / 3.0 Credits
Room: ADMIN 203
Thursdays 6-8:40pm

INSTRUCTOR
Daniel W. Lee, M. Ed.
Office: Loyola 216
Office Hours: By appointment
Phone: (Cell) 714-318-3000
Email: leed2@seattleu.edu or Canvas

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
Required Texts:


Recommended / Supplemental Texts:

CONTENT AREAS
COURSE DESCRIPTION
Graduate Bulletin Description: Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. NOTE: There is a material fee for this course.
Course Purpose(s)/Goal(s): The purpose of this course is to introduce students to measurement concepts used in testing and appraisal instruments.

Course Rationale:
1. CACREP Standards
2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients
7. ASSESSMENT AND TESTING
   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
8. RESEARCH AND PROGRAM EVALUATION
   c. needs assessments
   i. analysis and use of data in counseling

SEC. 5: CMHC
1. FOUNDATION  
   e. psychological tests and assessments specific to clinical mental health  
      counseling

SEC. 5: SCHOOL COUNSELING  
1. FOUNDATION  
   e. assessments specific to P-12 education

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES

- Students will use their understanding of assessment in culturally appropriate ways to help clients understand their abilities, aptitudes, achievements, and interests
- Students will become familiar with the history of assessment and testing in counseling
- Students will develop strategies to delivering and interpreting assessments
- Students will become familiar with procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- Students will develop procedures for identifying trauma and abuse and for reporting abuse
- Students will understand how to use assessments for diagnostic and intervention planning
- Students will become familiar with basic concepts of standardized and non-standardized testing, norm referenced and criterion referenced assessments, and group and individual assessments
- Students will become familiar with statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- Students will understand reliability and validity in the use of assessments
- Students will become familiar with using assessments relevant to academic/educational, career, personal, and social development
- Students will develop familiarity with using environmental assessments and systematic behavioral observations
  a. use of symptom checklists, and personality and psychological testing
  b. use of assessment results to diagnose developmental, behavioral, and mental disorders
  c. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

COURSE INSTRUCTIONAL METHODS
This course is taught in a hybrid format that uses a variety of instructional methods including, but not limited to, group discussion, lecture, oral presentations by students, independent study, written exercises, role-playing, and other strategies as appropriate to the area being studied. Supplemental readings will also be assigned and other resources that are important for full understanding of the course content. There are two on-line classes – these 2 courses are conducted online and do not require physical attendance nor does it require you to log on to Canvas at any particular time. Online modules will appear each week on Thursdays at 9:00pm PST. Students are expected to complete the activities within each weekly module by Thursday 6pm PST.

ATTENDANCE POLICY

Students are expected to attend every class, with the exception of on-line courses. If students miss more than 2 in-person classes, the student will automatically be withdrawn from the course and receive no credit. Please let me know if you have any pre-planned absences.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Instrument Research</td>
<td>7b, 7h CMHC 1e</td>
<td>100</td>
</tr>
<tr>
<td>Test Interpretation (Summative Assignment)</td>
<td>7b, 7c, 7e, 7i, 7l, 7m</td>
<td>100</td>
</tr>
<tr>
<td>Discussions via Canvas/Mindtap (9 total)</td>
<td></td>
<td>144 (16 points each)</td>
</tr>
<tr>
<td>Quizzes (13 total)</td>
<td>2a, 2c, 2f, 7a-m</td>
<td>130 (10 points each)</td>
</tr>
<tr>
<td>Literature Circle</td>
<td>2a</td>
<td>32</td>
</tr>
</tbody>
</table>
### B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

### C. Course Expectations: No late assignments are accepted. Assignments submitted late are automatically awarded zero points, including incomplete assignments.

### A. Attendance: Missing two in-person classes will result in an automatic drop of a whole letter grade (e.g., A to B). Missing more than two in-person classes will result in an automatic failure in the course. There are no distinctions between excused or unexcused absences. Please communicate with the instructor if you feel that attendance might be an issue.

### D. Summative Assignment: The “Test Interpretation” assignment is a summative assignment. Summative assignments are used to determine student knowledge and skills around the CACREP core and specialty areas. **Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.**
## SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP Standard</th>
<th>Evaluation Method</th>
</tr>
</thead>
</table>
| Class #1  3/30/17 | *Assessment in Counseling  
*Course Expectations | *Whiston - Ch. 1  
*Hatch - Intro (supplemental)  
*In Class Debate  
*Discussion Post | 7a                      | *Ch. 1 Quiz  
*In Class Debate  
*Discussion Post |
| Class #2  4/6/17 | *Basic Assessment Principles | *Whiston - Ch. 2  
*Discussion Post | 7f, 7g          | *Ch. 2 Quiz  
*Discussion Post |
| Class #3  4/13/17 | *Online Course* - please use Canvas/Mindtap for course agenda & assignments  
*Reliability  
*Validity and Item Analysis | *Whiston Ch. 3 & 4  
*Hatch Ch. 2 (supplemental)  
*Discussion Post | 7f, 7h,  
CMHC Section 5.1e | *Ch. 3-4 Quiz  
*Discussion Post |
| Class #4  4/20/17 | *Ethical and Legal Issues in Assessment | *Whiston Ch. 5  
*Discussion Post  
*Test Instrument Research | 7b                      | *Ch. 5 Quiz  
*Discussion Post  
*Test Instrument Research |
| Class #5  4/27/17 | *Issues related to Assessment with Diverse Populations | *Whiston Ch. 6  
*Discussion Post  
*Hatch Ch 6 (supplemental) | 2a, 2c, 2f, 7m | *Ch. 6 Quiz  
*Discussion Post |
| Class #6  5/04/17 | *Selecting, Administering, Scoring, and Communicating Assessment Results  
*Guest speaker | *Whiston Ch. 7  
*Discussion via Mindtap  
*Hatch Ch. 10 & 11 (supplemental) | 7b                        | *Ch. 7 Quiz  
*In-Class Discussion |
| Class #7  5/11/17 | *Initial Assessment in Counseling | *Whiston Ch. 8  
*Discussion via Mindtap | 7b, 7c, 7d,  
7k, 7m,  
CMHC Section 5.1e | *Ch. 8 Quiz  
*Summative Assignment: Test Interpretation |
| Class #8  5/18/17 | *Online Course* - please use Canvas for course agenda & assignments  
*Intelligence and General Ability Testing | *Whiston Ch. 9  
*Hatch Ch. | 7i                      | *Ch. 9 Quiz  
*Discussion via Mindtap |
|            | *Assessing Achievement & Aptitude | *Whiston Ch. 10 & 11  
*Mismeasure of | 7i                        | Ch. 10-11 Quiz  
*Literature Circle |
<table>
<thead>
<tr>
<th>Class #9 5/25/17</th>
<th>*Applications for Counseling &amp; Assessment in Career Counseling</th>
<th>Man</th>
</tr>
</thead>
</table>
| Class #10 06/01/17 | *Appraisal of Personality  
*Behavioral Assessment  
*Wrap up | *Whiston Ch. 12 & 13  
*Hatch Ch. 13 (supplemental) | 7e, 7i, 7k, 7l |
|                  |                                                               | Ch. 12-13 Quiz  
*In-Class Discussion |     |
Discussion Posting Assignments and Rubric

*Directions:* Students are expected to participate in assigned discussion forums via Canvas/Mindtap. Requirements for weekly discussion postings will appear via Canvas/Mindtap. The discussion forums cover weekly course materials. Post directly into the discussion forum. Do not email or upload your discussion postings as a Word, PDF, RTF, etc. file. Check for spelling, grammar, and prose before posting to the discussion forum. Students can earn 16 points for each discussion post assignment. Discussion postings are due within the week in which they are assigned, before the start of class. No points will be awarded for late postings or for discussion postings made after the week in which they are due. If you have technical issues with Mindtap, please let me know as soon as possible.
Discussion Posting Rubric

Discussion Posting and Response Rubric 16 possible points per discussion

<table>
<thead>
<tr>
<th>Criteria 16 points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPONSIVENESS</strong></td>
<td>Poor</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Excellent</td>
</tr>
<tr>
<td>Did the student answer the Discussion question based on the Discussion Instructions or response prompt?</td>
<td>Postings and responses are unresponsive to the requirements of the discussion instructions and/or the prompt provided. They miss the point of the question by providing responses that are insubstantial and/or anecdotal (e.g., largely comprised of student opinion), and do not demonstrate that the student has read, viewed, and considered the learning resources.</td>
<td>Postings and responses are somewhat responsive to the requirements of the discussion instructions and/or the prompt provided. They lack in substance by relying more on anecdotal than scholarly evidence (e.g., largely comprised of student opinion); and/or do not adequately demonstrate that the student has read, viewed, and considered the learning resources.</td>
<td>Postings and responses are responsive to and meet the requirements of the discussion instructions and/or the prompt provided. They respond to the question being asked in a substantive, reflective, and evidence-based way and demonstrate that the student has read, viewed, and considered the learning resources.</td>
<td>Postings and responses are responsive to and exceed requirements of the discussion instructions and/or the prompt provided. They respond to the question being asked and go beyond what is required in some meaningful way (e.g., incorporates additional readings outside of the assigned learning resources). They are substantive, reflective, evidence-based and demonstrate that the student has read, viewed, and considered the learning resources.</td>
</tr>
</tbody>
</table>

| **CONTENT KNOWLEDGE** | Poor | Unsatisfactory | Satisfactory | Excellent |
| Does the posting and responses show that the student learned and integrated/applied the information presented? Is the student’s demonstration of knowledge and skill attainment accurately | Postings and responses demonstrate a lack of understanding of the concepts and issues presented in the course; and/or are inaccurate, contain many omissions and errors, are not supported by research/evidence | Postings and responses demonstrate minimal understanding of concepts and issues presented in the course, and contain some omissions and/or errors, are not supported by research/evidence | Postings and responses demonstrate understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles | Postings and responses demonstrate in-depth understanding and application of concepts and issues presented in the course demonstrating that the student has integrated the general principles and ideas presented, |
conveyed? (4 points)

Postings and responses are well below graduate-level writing expectations. They use unclear and inappropriate language, make many errors in spelling, grammar and syntax, do not provide information about a source when citing or paraphrasing it, directly quote from original source materials and/or consistently paraphrase rather than use original language.

QUALITY OF WRITING

Does the student demonstrate graduate-level writing in postings and responses? (4 points)

Postings and responses partially meet graduate-level writing expectations. They demonstrate some mastery of skills and/or numerous errors when demonstrating specific skills or strategies.

and ideas presented; and postings/responses are supported by research/evidence from a variety of peer-reviewed books and journals, and mastery and thoughtful/accurate application of skills or strategies are demonstrated.

CONTRIBUTION TO THE DISCUSSION

Does the student’s participation forward the discussion and and postings/responses are well supported by pertinent research/evidence from a variety of peer-reviewed books and journals, and mastery and thoughtful/accurate application of skills or strategies are demonstrated.

Postings and responses exceed graduate-level writing expectations. They use language that is clear, concise, and appropriate; make few if any errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it using APA style; organize using headers; use original language wherever possible and only directly quote when necessary and/or appropriate.

Postings and responses do not contribute to the quality of Discussion interactions, thinking, and learning by providing few and/or irrelevant examples;

Postings and responses do little to contribute to the quality of Discussion interactions, thinking, and learning by providing few and/or irrelevant examples;

Postings and responses contribute to the quality of the Discussion interactions, thinking, and learning by providing relevant examples;

Postings and responses significantly contribute to the quality of the discussion; Full points for main
make a difference in the discussion? (4 points)
learning as they do not provide examples, do not include interesting thoughts or ideas, and/or do not demonstrate critical thinking. Response posts miss the mark, do not attend to the content of the discussion, and/or are not supported by the learning resources.

few if any thought-provoking ideas, and “regurgitated” knowledge rather than critical thinking. Response posts do not demonstrate that the student has read, viewed, and considered and a sampling of colleagues’ postings; absorbed the general principles and ideas presented; or demonstrated mastery and thoughtful/accurate application of skills or strategies presented in the course.

examples, thought-provoking ideas and interpretations, and critical thinking. Response posts demonstrate that the student has read, viewed, and considered and absorbed the general principles and ideas presented; and demonstrate mastery and thoughtful/accurate application of skills or strategies presented in the course.

Full points for response posts are awarded to those reflective of interactions, thinking, and learning by providing rich and relevant examples, discerning and thought-provoking ideas, stimulating prompts and probes, new perspectives, and original and critical thinking. Full points for response posts are awarded to those that go beyond minimum expectations.
Test Instrument Research

**Directions:** The purpose of this assignment is for you to apply the skills necessary to critically evaluate the technical merits of a psychological test that you can use with the population you intend to work with in the future based on information provided in the test manual, research literature, and other available scholarly resources such as the *Mental Measurements Yearbook*. The assignment will be evaluated with respect to organization, clarity and thoroughness, and justification of points. You may *not* select a test that is already assigned to the class. Include a minimum of 2 scholarly resources. Using PowerPoint, include a slide for each of the following categories and upload the PowerPoint to Canvas on the due date:

**Name of Test**

1. **Test Author:**
2. **Publisher**
   a. Test Publisher:
   b. Date of initial publication and most recent revision:
   c. Cost: (Booklets, Answer sheets, manual, etc.)

3. **Description of Test:** (Type of items, forms available, age groups, practical features, etc.)

4. **Test/Scale Development:** how scales developed
5. **Use of Test:**
   a. Purpose
   b. Groups to which applicable/not applicable
6. **Details of Administration** (Time required, special materials needed, special training required, etc.)
7. **Scoring Procedures:**
8. **Normative Data Available** (Kind and adequacy of norms for particular purposes)
9. **Reliability (those appropriate)**
   a. Test-retest
   b. Alternate form
   c. Internal consistency
   d. Comments regarding reliability
10. **Validity (those appropriate)**
    a. Content validity
    b. Concurrent validity
    c. Predictive validity
    d. Construct validity
11. General Evaluation
   a. Special merits of test
   b. Criticisms of test
   c. Recommendation
# Test Instrument Research Rubric

The Test Instrument Research assignment is evaluated for accuracy of content, adequacy of coverage, and quality of critical examination.

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent 40 Points</th>
<th>Satisfactory 30 Points</th>
<th>Unsatisfactory 20 Points</th>
<th>Poor 10 Points</th>
<th>Inadequate 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy of Content</strong></td>
<td>Completely accurate information</td>
<td>Mostly accurate information</td>
<td>Somewhat accurate information with several errors</td>
<td>Mostly inaccurate information</td>
<td>Inaccurate information</td>
</tr>
<tr>
<td><strong>Accuracy of Coverage</strong></td>
<td>Complete covering content (1 or 2 omissions)</td>
<td>Mostly covering content (1 or 2 omissions)</td>
<td>Fairly complete information but with some prominent omissions</td>
<td>Many prominent omissions</td>
<td>Egregious omissions</td>
</tr>
<tr>
<td><strong>Quality of Critical Examination</strong></td>
<td></td>
<td></td>
<td>Critical examination is in-depth and uses 3 or more scholarly resources</td>
<td>Critical examination lacks depth and/or uses only 1-2 resources</td>
<td>Critical examination is insufficient</td>
</tr>
</tbody>
</table>
Test Interpretation Summative Assignment

The Test Interpretation summative assignment is used to determine student knowledge and skills in the Assessment and Testing CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Evaluation Process

The professor will complete the following rubric to assess student assessment and testing knowledge and skills. Points correspond to the rating scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Rating</th>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Mastery</td>
<td>4</td>
<td>Able to perform at a high level without supervision on a consistent basis</td>
</tr>
<tr>
<td>80-89</td>
<td>Proficient</td>
<td>3</td>
<td>Able to perform without supervision on a consistent basis</td>
</tr>
<tr>
<td>70-79</td>
<td>Developing</td>
<td>2</td>
<td>Able to perform with supervision on a consistent basis</td>
</tr>
<tr>
<td>60-69</td>
<td>Beginning</td>
<td>1</td>
<td>Able to perform with supervision on an inconsistent basis</td>
</tr>
<tr>
<td>59 and below</td>
<td>Inadequate</td>
<td>0</td>
<td>Unable to perform with supervision</td>
</tr>
</tbody>
</table>

Directions: Partner with the student assigned to you in class to deliver and interpret the following psychological tests: (1) Beck’s Depression Inventory and (2) Beck’s Suicide Scale. In pairs take turns role-playing being a counselor and a client. One partner will take the Beck’s Depression Inventory and have it interpreted by the counselor before meeting your assigned client. Familiarize yourself with the test purpose, time required, and also potential questions a client might ask regarding the test.

**Step 1: Assign Test.** First, meet with your partner in class and determine who will take which pair of psychological tests. Then, use the *Mental Measurements Yearbook* to review the psychometric properties of the test instruments you will be interpreting as the counselor before meeting your assigned client. Familiarize yourself with the test purpose, time required, and also potential questions a client might ask regarding the test.

**Step 2: Review Test.** In a confidential setting by yourself review the results of your client’s test before interpreting the results in class on the due date. Identify patterns that emerge from the results. What do you notice? What do the results suggest? What will you share with the client? Please keep the test materials in a locked and confidential setting.
Step 3: Interpret Test. In class take turns communicating test results of the inventories you took using the following steps (bring your client’s test results with you to class):

1. **Check-in with the Client:** The first step of test interpretation involves discussing with the client how s/he felt on the day the assessment was administered and how the client perceived the assessment itself.

2. **Provide Structure for the Interpretation:** Begin by first explaining the purpose of the assessment. Don’t go right into the results of the client’s score. Explain the purpose of the assessment in non-academic jargon. Check for understanding with the client.

3. **Review the Results:** If appropriate, sit side-by-side with a client so that you and the client can look over the assessment results together. Make sure that the client can read the results as you go over them. Do not assume that the client understands the results. Check for understanding and remember to explain the results without the use of elaborate statistics. Be prepared to explain what the results mean and do not mean. Avoid over identifying with the assessment results. Discuss the client’s rejection of low test scores. The primary concern is what the test results mean to the client, not what they mean to the counselor.

4. **Integrate the Results:** Integrate the assessment results with other client information. Emphasize the importance of adding the assessment data to other information that the client has. For example, scholastic aptitude scores should be related to school grades.

5. **Plan for the Future:** The final step is planning with the client how the assessment results will be applied. Emphasize the usefulness of the findings for the client’s decision-making rather than for the information it provides to the counselor.
## Test Interpretation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Mastery 20 Points</th>
<th>Proficient 15 Points</th>
<th>Developing 10 Points</th>
<th>Beginning 5 Points</th>
<th>Inadequate 0 Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor checks in with the client</strong></td>
<td>Counselor excels at checking in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor satisfactorily checks in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor unsatisfactorily checks in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor does not check in with the client regarding the client’s perspective on the assessment.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td><strong>Counselor provides structure for the interpretation</strong></td>
<td>Counselor excels at structuring the session in an organized way.</td>
<td>Counselor structures the session in an organized way.</td>
<td>Counselor is inconsistent in structuring the session in an organized way.</td>
<td>Counselor does not structure the session.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td><strong>Review the Results</strong></td>
<td>Counselor excels at reviewing the results with the client.</td>
<td>Counselor satisfactorily reviews the results with the client.</td>
<td>Counselor unsatisfactorily reviews the results with the client.</td>
<td>Counselor does not review the results with the client.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td><strong>Integrate the Results</strong></td>
<td>Counselor excels with integrating assessment results with other aspects of the client’s life.</td>
<td>Counselor satisfactorily integrates assessment results with other aspects of the client’s life.</td>
<td>Counselor unsatisfactorily integrates assessment results with other aspects of the client’s life.</td>
<td>Counselor does not integrate assessment results with other aspects of the client’s life.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for the Future</strong></td>
<td>Counselor excels at discussing next steps with the client.</td>
<td>Counselor satisfactorily discusses next steps with the client.</td>
<td>Counselor unsatisfactorily discusses next steps with the client.</td>
<td>Counselor does not discuss next steps with the client.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
</tbody>
</table>
Literature Circle Assignment

Directions: A "Literature Circle" is a structure for talking about a book with your peers as you read it together. As a group, determine who will play each of the following roles: (1) Discussion Director/Facilitator, (2) Literary Luminary/Alternate Facilitator, (3) Connector, (4) Theory Captain, (5) Artful Adventurer, (6) Theory Captain, and (7) Vocabulary Enricher. Then, read the book *The Mismeasure of Man* by the class due date. Fill out the handout below based on the role that you are playing. Come to class on the due date prepared to talk about the book using the handout as a guide in your discussion. You will have 1 hour to talk about the book in your small groups.

Role Descriptions:

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day’s reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Theory Captain: This student is responsible for revealing specific themes or traits of the theory within the text. This person will find examples in the assigned reading of behaviors/actions that help group members to know the theory better.

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.
Discussion Director/Facilitator

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)

Literary Luminary/Alternate Facilitator

As the Literary Luminary, it is your job to read aloud parts of the story to your group in order to help your group members remember some interesting, powerful, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reading aloud, and justify your reasons for selecting them. Write the page numbers and paragraph numbers on this form along with the reason you chose each passage. You must choose a minimum of 3 passages.

Some reasons for choosing passages to share might include:

* Pivotal events * Informative * Descriptive * Surprising * Thought-provoking * Funny *

* Controversial * Confusing * Personally meaningful

Location
Reason for choosing the passage
Page _____
Paragraph ___

Location

Reason for choosing the passage
Page _____
Paragraph ___

Location

Reason for choosing the passage
Page _____
Paragraph ___

Connector
As the Connector, it is your job to find connections between the text your group is reading and the outside world. This means connection the reading to:

* Your own life * Happenings at school or in the neighborhood
* Similar events at other times and places * Other books or stories
* Other writings on same topic * Other writings by the same author * Your emerging theory

Think about a minimum of two connections the reading reminded you of. List the connection and explain how the events are similar.
Theory Captain

As the Theory Captain, it is your job to share observations you have about the theory being postulated by the author. Select three adjectives that describe the theory in your text, and support your selection with an example taken from your readings.

Artistic Adventurer

As the Artistic Adventurer it is your responsibility for sharing an artistic representation of the material you read for today’s Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

* Artwork * Music * Poetry * Collage * Mobile

Have fun! Let your imagination soar!

What I shared: __________________________

In the space below please provide a written description of what you shared and explain how it represents a facet of the assigned reading.

Vocabulary Enricher

As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

* Important * Unfamiliar * Different * Puzzling
* Funny * Used in an unusual way * Interesting
List a minimum of 5 words you feel would be worth discussing with your group.

<table>
<thead>
<tr>
<th>Words selected and Page # found</th>
<th>Definition based on context</th>
<th>Reason word was selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:
**Academic Integrity Tutorial:** accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678
Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)
Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.