INTRODUCTION AND PURPOSES

This is an introductory, graduate-level course on testing and assessment in counseling. As such, it will provide an introduction to the conceptual and quantitative foundations of psychological measurement, a survey of approaches for the assessment of personality and cognitive abilities, and a discussion of how to use assessment results in counseling. The course is not intended to provide in depth coverage of single approaches to assessment (e.g., projectives) or single areas of assessment (e.g., normal personality). In depth coverage of these and other topics is provided by advanced courses (e.g., mental tests, personality assessment, career assessment), which masters students may choose as electives in their programs of study. In addition, the course will not cover the assessment of interests, values, or multi-aptitudes since these topics are covered in CPSY 424 (Career Development and Counseling). Finally, the primary focus of the course will be on using objective tests, inventories, and observational procedures in assessment since other modes of assessment (e.g., interviews) are covered elsewhere in the counseling programs. Thus, the major objectives of the course are:

1. To provide the student with an intensive introduction to the conceptual and quantitative foundations of psychological measurement. This represents the requisite background knowledge needed to be a competent user of psychological assessment information.

2. To introduce the student to basic psychological knowledge about human cognitive abilities and personality. This provides the requisite conceptual basis for informed use of cognitive and personality measures.

3. To provide the student with an introductory familiarity with several specific assessment instruments designed to measure cognitive abilities and normal personality.

4. To introduce the student to guidelines for the professional and ethical use of assessment results in counseling, including an understanding of (a) the influences of cultural and contextual variables on the informed use of assessment data and (b) contemporary issues in computer and web-based assessment.
REQUIREMENTS

Grades for the course will be based on the student's performance on the following:

1. **Exams:** A midterm and final exam will be given in class on dates indicated on the attached course schedule. The final will cover material presented after the midterm and material from the first part of the course that midterm results indicated the class as a whole may not have understood sufficiently. Each exam contributes 30% to the final grade.

2. **Paper:** A 10 page (maximum) paper that analyzes and critiques a commercially available assessment device. The paper contributes 30% to the final grade.

   This paper will be graded for content, writing, and adherence to APA style requirements. A detailed explanation of the paper will be provided in class.

3. **Outside Readings:** One goal of our counseling programs is to graduate professionals who base their practices on the professional literature in their fields. The purpose of this outside reading requirement is to expose you to original scholarly, professional literature on assessment in counseling and to the journals where such literature is published. Thus, you are required to read articles relevant to assessment and summarize each article on a 4"X6" index card. A maximum of 10 reading summaries is required. Grades will be assigned on the basis of the number of articles read and summarized, as follows: 10 = A; 9 = A-; 8=B+; 7=B; 6=B-; 5=C+; 4=C; 3=C-; 2=D+; 1=D; 0=F. Outside readings contribute 10% to the final grade.

   In order to receive credit for the reading, you should read an article relevant to testing and assessment from a journal in the field (see below for examples), summarize (in your own words) the article on a 4"X6" index card, and turn the summary in at the beginning of class. **Only one card will be accepted each class period. The article must be on testing and assessment to receive credit for it.**

   **Relevant Journals:**

   Educational and Psychological Measurement
   Measurement and Assessment in Counseling and Development
   Psychological Assessment
   Journal of Personality Assessment
   Journal of Career Assessment
   Journal of Psychoeducational Assessment
   Journal of Counseling and Development
   Journal of Mental Health Counseling
   School Counseling
   Journal of Multicultural Counseling and Development
   Journal of College Student Development
   Journal of Counseling Psychology

Chapter 1: Introduction to Assessment
Chapter 2: Methods and Sources of Assessment Information
Chapter 3: Statistical Concepts
Chapter 4: Understanding Assessment Scores
Chapter 5: Reliability/Precision
Chapter 6: Validity
Chapter 7: Selecting, Administering, Scoring, and Interpreting Assessment Results
Chapter 8: Assessment of Intelligence and General Ability
Chapter 9: Assessment of Achievement
Chapter 10: Assessment of Aptitude
Chapter 11: Career and Employment Assessment
Chapter 12: Personality Assessment
Chapter 13: Clinical Assessment
Chapter 14: Assessment in Education
Chapter 15: Assessment Issues with Diverse Populations
Chapter 16: Communicating Assessment Results
Chapter 17: Ethical and legal Issues in Assessment
Appendix I: Standards for Multicultural Assessment Fourth Revision, 2012
Appendix II: Responsibilities of Users of Standardized Tests (RUST; 3rd ed.)

**IDEA OBJECTIVES**

The core objectives of the course include: (a) gaining factual knowledge about core principles of measurement and ethical and professional issues in assessment, (b) learning theories and research on human cognitive abilities and normal personality, and (c) learning to apply knowledge by evaluating and critiquing a commercially available assessment tool. The phrases in bold represent the essential or important objectives for the course on the IDEA course evaluation which can be found at [http://luc.edu/idea/](http://luc.edu/idea/). Be sure to log in and completed the evaluation when it is posted.

**DISPOSITIONS**

Students in all programs in the School of Education are expected to develop three specific dispositions during their graduate study: (a) professionalism, (b) fairness/equity, and (c) beliefs that all students can learn. The descriptions for the expected behaviors for these dispositions can be found on the rubric posted for the course in LiveText. Information about LiveText can be
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education: As a counselor, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge you need to know to use assessment in an empirically supported and socially just manner.

DIVERSITY

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. We will cover issues related to testing and assessment with diverse populations and issues of culture fairness and test bias.

SYLLABUS ADDENDUM LINK

Statements on University policies concerning academic honesty, accessibility, ethics reporting, and electronic communications can be found at www.luc.edu/education/syllabus-addendum/
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, January 20</td>
<td>INTRODUCTION AND BASIC CONCEPTS</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapters 1 and 2</td>
</tr>
<tr>
<td>W, January 27</td>
<td>FOUNDATIONS OF MEASUREMENT: RELIABILITY</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapters 3 and 5</td>
</tr>
<tr>
<td>W, February 3</td>
<td>FOUNDATIONS OF MEASUREMENT: VALIDITY</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapter 6</td>
</tr>
<tr>
<td>W, February 10</td>
<td>TBA</td>
</tr>
<tr>
<td>W, February 17</td>
<td>FOUNDATIONS OF MEASUREMENT: NORMS, TRANSFORMED SCORES AND TEST INTERPRETATION</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapter 4 and 7</td>
</tr>
<tr>
<td>W, February 24</td>
<td>CATCH UP AND REVIEW</td>
</tr>
<tr>
<td>W, March 2</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>W, March 9</td>
<td>NO CLASS—SPRING BREAK</td>
</tr>
<tr>
<td>W, March 16</td>
<td>MIDTERM EXAM FEEDBACK AND DISCUSSION</td>
</tr>
<tr>
<td>W, March 23</td>
<td>ASSESSMENT OF COGNITIVE ABILITIES: CONCEPTS AND MEASURES</td>
</tr>
<tr>
<td></td>
<td><strong>Note</strong>: Bring Text to Class</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapters 8 and 9, pp. 200-201</td>
</tr>
<tr>
<td>W, March 30</td>
<td>ASSESSMENT OF COGNITIVE ABILITIES (Continued); CULTURE FAIRNESS AND TEST BIAS</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong>: Text, Chapter 15 and Appendix I; Chapter 13 (Community Counseling and Clinical Mental Health Counseling Students) or Chapter 14 (School Counseling Students)</td>
</tr>
</tbody>
</table>
W, April 6  
**ASSESSMENT OF PERSONALITY: CONCEPTS AND MEASURES**

**Note: Bring Text to Class**

**Reading:** Text, Chapter 12

W, April 13  
**ASSESSMENT OF PERSONALITY: NORMAL PERSONALITY AND ASSESSMENT: PROJECTIVES**

**Readings:** Text, Chapter 13 (Community Counseling Students)
Text, Chapter 14 (School Counseling Students)

W, April 20  
**OBSERVATIONAL PROCEDURES; ETHICAL AND LEGAL ISSUES; CATCH UP AND REVIEW**

**Reading:** Text, Chapter 2 (pp. 30-40), Chapter 17, Appendix II

**Note: Papers Due**

W, April 27  
**FINAL EXAM**