

CPSY 425: Assessment in Counseling  
Spring, 2017

Steven D. Brown  
LT1058  
(312)915-6311  
SBROWN@LUC.EDU

Office Hours:  
Wednesday 3:00 – 5:00  
Friday 1:00-2:00

## **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

## **TEXT**

Drummond, R. J. & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson

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; 3<sup>rd</sup> 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/>. 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) inquiry and (c) social justice. 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 found at:

<http://luc.edu/education/admission/tuition/course-management-fee/>

## **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/](http://www.luc.edu/education/syllabus-addendum/)

## COURSE SCHEDULE

DATE	TOPIC AND READINGS
W, January 18	<u>INTRODUCTION AND BASIC CONCEPTS</u>  <u>Reading:</u> Text, Chapters 1 and 2
W, January 25	<u>FOUNDATIONS OF MEASUREMENT: RELIABILITY</u>  <u>Reading:</u> Text, Chapters 3 and 5
W, February 1	<u>FOUNDATIONS OF MEASUREMENT: VALIDITY</u>  <u>Reading:</u> Text, Chapter 6
W, February 8	<u>FOUNDATIONS OF MEASUREMENT: NORMS, TRANSFORMED SCORES AND TEST INTERPRETATION</u>  <u>Reading:</u> Text, Chapter 4 and 7
W, February 15	<u>CATCH UP AND REVIEW</u>
W, February 22	<u>MIDTERM EXAM</u>
W, March 1	<u>MIDTERM EXAM FEEDBACK AND DISCUSSION</u>
W, March 8	Spring Break—No Class
W, March 15	TBA
W, March 22	<u>ASSESSMENT OF COGNITIVE ABILITIES: CONCEPTS AND MEASURES</u>  <b><u>Note: Bring Text to Class</u></b>  <u>Reading:</u> Text, Chapters 8 and 9, pp. 200-201
W, March 29	<u>ASSESSMENT OF COGNITIVE ABILITIES (Continued); CULTURE FAIRNESS AND TEST BIAS</u>  <u>Reading:</u> Text, Chapter 15 and Appendix I; Chapter 13 (Community Counseling and Clinical Mental Health Counseling Students) or Chapter 14 (School Counseling Students)

W, April 5

ASSESSMENT OF PERSONALITY: CONCEPTS AND MEASURES

**Note: Bring Text to Class**

Reading: Text, Chapter 12

W, April 12

ASSESSMENT OF PERSONALITY: NORMAL PERSONALITY AND ASSESSMENT; PROJECTIVES

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

W, April 19

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 26

FINAL EXAM