INSTRUCTOR: Matthew J. Miller, Ph.D. (he/him/his)
OFFICE: Lewis Towers 1034
OFFICE HOURS: Monday 4:00-5:00pm and Wednesday 2:30-4:00pm by appointment
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PHONE: (312) 915-7087
COURSE TIME AND LOCATION: Wednesday, 4:15-6:45, Corboy Law Center 203

COURSE DESCRIPTION: This is an introductory, graduate-level course on testing and assessment in counseling. As such, it introduces 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., projective assessment) 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 given that other modes of assessment (e.g., interviews) are covered elsewhere in the counseling programs.

COURSE OBJECTIVES:
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.

COURSE OUTLINE AND STRUCTURE: This course is divided into two primary sections. The first section focuses primarily on the conceptual and measurement foundation of applied assessment. The midterm exam serves as the primary assessment linked with this section of the course. The second section of this course focuses on the application of this foundation and covers the assessment of cognitive and personality functioning and test interpretation. The final exam serves as the primary assessment linked with this section of the course.

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS: The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Within this framework are four standards. These are:
CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course is designed to reflect all four standards. The overarching objective is for students to emerge with a clearer sense of culturally responsive and social justice-oriented assessment both conceptually and in practice. The conceptual foundations will come primarily through readings and in class discussion. The applied learning will come primarily through students engaging in the course assignment and discussion. Through this work and related work in other courses, it is hoped that assessment will become a lens through which future courses and applied experiences will be filtered as you develop your professional identity as a master’s level counselor.

REQUIRED TEXT:

*note. I recommend purchasing the ebook through the online vendor your choice

ASSIGNMENTS

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

1. **Midterm and Final Exams**: A midterm and final exam will be given in class on dates indicated on the attached course schedule. The final may cover material from the entire course. The midterm exam contributes 30% and the final 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. Students will upload the paper on Sakai. **Due 4/15**.

   Students will identify a test or assessment protocol and will sign up in class after obtaining instructor approval. The **first section** of your review should be the Introduction. Use this section to briefly introduce your assessment and to provide an overview of its development (e.g., when it was developed, for what purpose, etc). Be sure to include the exact source for obtaining the instrument in question. In a few cases, this will be a publisher or journal article citation. Some tests are in the public domain (or might just as well be, e.g., the MMSE) and therefore available online (Thus, you will provide a URL). This section should further include: purpose of the instrument; description of the measure; for whom it may be used; administration procedures; and scoring procedures. The **second section** of your review should be titled Psychometric Characteristics. In this section, you will report typical reliability coefficients, both test-retest and internal consistency. You will also provide your evaluation of the evidence for validity, using one of these terms: nonexistent, poor, fair, good, excellent. After giving a descriptive term (e.g.: Validity: fair) you should provide a brief narrative discussion of the specific evidences for your evaluation. In this section, list three to five books, chapters, or journal articles that provide background for the test. The **third section** of your review should provide a Critique of the instrument. In this section, you will discuss the conceptual and measurement strengths and weaknesses of this instrument, as well as your overall assessment. Please be sure to include information regarding potential caveats and misuses of the instrument. The final section will include the References and applicable Appendices. Please be sure to follow the APA style requirements for this review (e.g., with reference to including a title page, abstract, and citing references).

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. A maximum of 5 reading summaries is required. Grades will be assigned on the basis of the number of articles read and summarized. Each outside reading contributes 2% to the final grade (overall, 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 in ~400 words on a single-spaced page, and upload the summary and a pdf copy of the article in Sakai prior to the start of given class. Only one summary will be accepted each week/class period. The article must be on testing and assessment to receive credit for it.

Relevant Journals (http://libraries.luc.edu/):

- Educational and Psychological Measurement
- Measurement and Assessment in Counseling and Development
- 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 Career Assessment
- Journal of Counseling Psychology
- Journal of School Psychology
- Psychological Assessment
- Psychological Methods

SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS*

*Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor’s discretion)

**Week 1**
1/15 Introduction and Basic Concepts
Readings: Chapter 1, Chapter 4 (pp. 61-74)

**Week 2**
1/22 Multicultural and Social Justice Issues in Assessment Part I;
Readings: Chapter 3 (pp. 42-43, 46, 48); p. 364

**Week 3**
1/29 Foundations of Measurement: Reliability
Readings: Chapter 7

**Week 4**
2/5 Foundations of Measurement: Validity
Readings: Chapter 8

**Week 5**
2/12 Foundations of Measurement: Scales of Measurement, Score Distributions, Norms, Transformed Scores, and Test Interpretation
Readings: Chapters 5, 6, 9 (p. 191)
Week 6
2/19  Foundations of Measurement: Review

Week 7
2/26  MIDTERM EXAM

Week 8
3/4  SPRING BREAK – University Closed

Week 9
3/11  Assessment of Cognitive Abilities: Concepts and Measures
Readings:  Chapter 10, 11

Week 10
3/18  Assessment of Cognitive Abilities (continued): Cultural Fairness and Test Bias
Readings:  Chapter 3 (pp. 44-46), 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), 16 (School Counseling and Combined Students)

Week 11
3/25  Assessment of Personality: Concepts and Measures
Readings:  Chapter 14

Week 12
4/1  Assessment of Personality: Normal Personality and Assessment; Projectives
Readings:  Chapter 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), Chapter 16 (School Counseling and Combined Students)

Week 13
4/8  Observational Procedures; Ethical and Legal Issues
Readings:  Chapter 2, 4 (pp. 75-82)

Week 14
4/15  Assessment of Cognitive Abilities and Personality Review; Multicultural and Social Justice Issues in Assessment Part II - Intersectionality

***DUE: Critique Paper (assignment 2)***

Week 15
4/22  FINAL EXAM
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf:

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.