CPSY 425
ASSESSMENT IN COUNSELING
SPRING 2021
LOYOLA UNIVERSITY CHICAGO

INSTRUCTOR: Matthew J. Miller, Ph.D. (he/him/his)
OFFICE: Lewis Towers 1034
EMAIL: mmill11@luc.edu
COURSE TIME & LOCATION: https://sakai.luc.edu (asynchronous)
OFFICE HOURS: Zoom by appointment

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return
Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates
**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. Introduce 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. Introduce basic psychological knowledge about human cognitive abilities and personality. This provides the requisite conceptual basis for informed use of cognitive and personality measures.
3. Provide an overview of several specific assessment instruments designed to measure cognitive abilities and normal personality.
4. Introduce guidelines for the professional and ethical use of assessment results in counseling, including an understanding of (a) the influences of cultural, contextual, and systemic factors on the informed use of assessment data and (b) contemporary issues in assessment.

**COURSE OUTLINE AND STRUCTURE**: This online asynchronous course (see ONLINE FORMAT below) 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 paper serves as the primary assessment linked with this section of the course. Most weeks will consist of a pre-recorded video lecture, assigned readings, discussion posts and other weeks might also include additional assignments or tasks (see Assignments and Course Schedule below)

**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:

A primer on critical consciousness, intersectionality, social justice advocacy, and multiculturalism (see course schedule below):

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

1. **Introduction (5 points):** Post a written self-introduction on Sakai Forums by Sunday 1/24 11:55pm. The information will help you connect with your classmates. This assignment contributes five (5) points to the final grade and should consist of:
   1. a brief description of your future career goals
   2. current work (e.g., assistantship or other if applicable) in the Chicagoland area,
   3. prior assessment experience
   4. one fun fact
   5. and a current picture

2. **Weekly Discussion Posts (50 total points):** Beginning the second week of class (week of January 25th), you will use the Sakai Forums to post AT LEAST ONE UNIQUE question/observation that you have for the rest of the class based on the week’s materials (e.g., readings, lectures). To initiate the conversation, please include your own post (250-500 words) and then open the discussion to your peers by Thursday 11:55pm of each assigned week.
Additionally, you are to respond to AT LEAST TWO of your classmates’ questions by Sunday 11:55pm of each assigned week. Your responses (~200 words) should incorporate and reflect your thoughts/understanding of the week’s topics. Be sure to include relevant citations (chapter and page) or outside readings with citations where appropriate. Grades will be assigned on the basis of the number of weeks a student provides a unique post and two responses to classmates’ posts. Students will receive five (5) total points for providing their own post and two responses to classmates’ posts for each of the 10 assigned weeks.

3. Outside Reading and Critique (15 total points): 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 total of three (3) reading summaries is required by Sunday 11:55pm of each assigned week (see course schedule below for due dates beginning Week 9; submit on Sakai Assignments). Grades will be assigned on the basis of the number of articles read and summarized. Each outside reading contributes five (5) points 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 ~200-300 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. The article must be on testing and assessment and must be published in a peer-reviewed journal.

Potential 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

4. Midterm Exam (30 points): A midterm exam will be completed independently and submitted by 11:55pm on the assigned date (see course schedule below; submit on Sakai Assignments). The midterm exam will cover content covered in weeks one to six and will contribute 30 points to the final grade.

5. Final Paper (30 total points): A ~10-page (maximum references not included) paper that reviews, critiques, and provides best practice recommendations for an assessment issue (e.g., academic achievement, intelligence, multicultural issues and test bias/fairness, language, score
reliability and validity, etc.) relevant to their work as a counselor. 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 Assignments. Due 4/30 11:55pm.

The first section (~2-3 pages) should provide an introduction and review of the issue. Use
this section to briefly introduce your topic and to provide an overview (e.g.,
development/history, relevant statistics and research findings, relevant definitions and constructs,
etc.) and relevance of this issue to your work as a counselor.

The second section (~2-3 pages) of your review should provide a critique of important
issues relevant to your topic (e.g., see the primer readings for examples of how you might
critique an area). This section could (but is not limited to):

- Discuss relevant conceptual and/or measurement strengths and weaknesses of a given
  assessment area,
- Identify ways in which systems of privilege and/or oppression have and/or continue to
  impact a given assessment area
- Consider the degree to which a given assessment approach is feasible for school systems
  of varying resources and staffing
- Describe potential misuses of a given assessment approach.

The third section (~3-4 pages) of your review should provide a review of best practice
recommendations relevant to this topic and your work as a counselor. These recommendations
can include those provided in the literature (with appropriate citations) but must also include
those the student has developed independently based on what they have learned in the course
and after reviewing the relevant literature. Be sure to include a list of references and be sure to follow
the APA style requirements for this review (e.g., with reference to including a title page, abstract,
and citing references).

EVALUATION
Below describes the different point values associated with each assignment:

<table>
<thead>
<tr>
<th>Point break down</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 points</td>
</tr>
<tr>
<td>Weekly Discussion Posts (n = 10)</td>
<td>50 points</td>
</tr>
<tr>
<td>Outside Reading and Critique (n = 3)</td>
<td>15 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30 points</td>
</tr>
</tbody>
</table>

**TOTAL: 130 points**

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>79-77% C+</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90% A</td>
<td>76-73% C</td>
</tr>
<tr>
<td>92-90% A-</td>
<td>72-70% C-</td>
</tr>
<tr>
<td>89-87% B+</td>
<td>69-67% D+</td>
</tr>
<tr>
<td>86-83% B</td>
<td>66-60% D</td>
</tr>
<tr>
<td>82-80% B-</td>
<td>59- F</td>
</tr>
</tbody>
</table>
ONLINE FORMAT
This course includes only online activities, which are primarily not in a designated class time (asynchronous). To learn more about technology support for online course activities go to: http://www.luc.edu/online/resources/technology/.

When you take a class online, you do not have a teacher talking directly to you at a set time each week. Some students who have never taken an online course before think that online courses will be easier than in-person classes, but many students actually find the opposite to be true. This does not mean that this online course will be more difficult for you. However, you should be prepared for the possibility that the class will create challenges because of the online format, which is very different from face-to-face classes.

Below are a few study tips for this online course that have been suggested by other students and faculty:

1. **Block out specific times during the week to study.** You will learn better if you have a fixed time to study each week so that you know you have time to be on top of the material provided to you. When taking online courses, some students put off studying, fall behind, and find that they can’t catch up. Everything built into this course leads up to your final paper. Make sure you do not fall behind.

2. **Do not expect that the work load will be lighter when taking this course online.** Please anticipate that the course readings, activities, and assignments will take about **5-10 hours** each week to complete.

3. **Make good plans for studying.** It is strongly recommended that your study schedule for this class include blocking out time on multiple days each week. The **materials for the week will be posted by 5pm on Monday each week** (unless the university is closed on that Monday), if not earlier. You may choose to block out an hour or two every day, or you may want to block out 5-hour stretches on two different days.

To ensure learning occurs in the online environment, there are certain requirements for this class:

1. **Required Access**
   a. At least a stable DSL Internet connection
   b. Loyola Email Account with reliable access
   c. Sakai – All the materials for this class are posted in Sakai

2. **Required Familiarity**
   a. Be able to download and attach files
   b. Be able to use Microsoft Office packages, especially Word and PowerPoint

Although you will be using certain technologies and course materials within the Sakai learning management system, you may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: http://www.luc.edu/its/helpdesk/.

**Email** will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday. **But please keep in**
mind that emails are not the same as direct communication. I will usually respond to your emails within 24-48 hours—unless you send me the email on a Friday. Friday emails will be responded to on the following Monday. It is imperative that you activate your Loyola University Chicago account. Please also check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. For questions about the course or an assignment, please include the instructor and graduate assistant in the email. For questions about a grade, please contact the instructor.

In addition to hardware access and software utilization, the following represent factors that facilitate a productive and effective online learning experience (material adapted from the University of Wisconsin Online website on Online Etiquette: http://online.uwc.edu/technology/Etiquette.asp):

• Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

• In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of-voice cues absent in text communication or on familiarity with the reader.

• If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

• Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you; your audience might not be able to decode misspelled words or poorly constructed sentences. It is good practice to compose and check your comments in a word-processor before posting them.

• Messages might often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, then even better.

• Many conventions have already been established about electronic communication. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.
SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS*

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

# The asynchronous nature of the course allows students to observe cultural, religious, and additional traditions. Please contact the instructor to discuss any scheduling related questions or concerns.

Week 1
1/19-1/22 Introduction and Basic Concepts
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 1, Chapter 4 (pp. 61-74)
3. Assignment: Self-introduction post on Commons by 11:55pm January 24th
4. Assignment: Complete the primer on critical consciousness, intersectionality, social justice advocacy, and multiculturalism

Week 2
1/25-1/29 Multicultural and Social Justice Issues in Assessment Part I;
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 3 (pp. 42-43, 46, 48); p. 364
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums

Week 3
2/1-2/5 Foundations of Measurement: Reliability
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 7
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums

Week 4
2/8-2/12 Foundations of Measurement: Validity
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 8
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums

Week 5
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapters 5, 6, 9 (p. 191)
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums
Week 6  
2/22-2/26  Foundations of Measurement: Review  
1. Watch pre-recorded video lectures on Sakai Panopto  
2. Readings:  Weeks 1-5 as needed  

Week 7  
3/1-3/5  MIDTERM EXAM due 11:55pm on Sunday March 7th on Sakai Assignments  

Week 8  
3/8-3/12  SPRING BREAK – (note – although the university scheduled two individual breaks for synchronous courses, given the asynchronous nature of this class, the breaks are combined)  

Week 9  
1. Watch pre-recorded video lectures on Sakai Panopto  
2. Readings:  Chapter 10, 11  
3. Assignment:  Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums  
4. Assignment:  1st Outside Reading and Critique Due by 11:55pm 3/21 on Sakai Assignments  

Week 10  
3/22-3/26  Assessment of Cognitive Abilities (continued): Cultural Fairness and Test Bias  
1. Watch pre-recorded video lectures on Sakai Panopto  
2. Readings:  Chapter 3 (pp. 44-46), 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), 16 (School Counseling and Combined Students)  
3. Assignment:  Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums  

Week 11  
3/29-4/2  Assessment of Personality: Concepts and Measures  
1. Watch pre-recorded video lectures on Sakai Panopto  
2. Readings:  Chapter 14  
3. Assignment:  Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums  
4. Assignment:  2nd Outside Reading and Critique Due by 11:55pm 4/4 on Sakai Assignments
**Week 12**

4/5-4/9  **Assessment of Personality: Normal Personality and Assessment; Projective**
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), Chapter 16 (School Counseling and Combined Students)
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums

**Week 13**

4/12-4/16  **Observational Procedures; Ethical and Legal Issues**
1. Watch pre-recorded video lectures on Sakai Panopto
2. Readings: Chapter 2, 4 (pp. 75-82)
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums
4. Assignment: **3rd Outside Reading and Critique Due by 11:55pm 4/18 on Sakai Assignments**

**Week 14**

4/19-4/23  **Assessment of Cognitive Abilities and Personality Review; Multicultural and Social Justice Issues in Assessment Part II - Intersectionality**
1. Watch pre-recorded video lectures on Sakai Panopto
3. Assignment: Weekly discussion post (by Thursday 11:55pm) and two replies (by Sunday 11:55pm) on Forums

**Week 15**

4/26-4/30  **Course wrap up**
1. Watch pre-recorded video lectures on Sakai Panopto
2. **FINAL PAPER due 4/30 by 11:55pm. Upload on Sakai Assignments**
SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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

- https://www.luc.edu/education/studentlife/resources/syllabi/

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.

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Student Support*

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).