CPSY 425
ASSESSMENT IN COUNSELING
SPRING 2022
LOYOLA UNIVERSITY CHICAGO

INSTRUCTOR: Matthew J. Miller, Ph.D. (he/him)
OFFICE: Lewis Towers 1034
EMAIL: mmill11@luc.edu
COURSE TIME & LOCATION: Wednesday 4:15-6:45
Weeks 1 & 2 online: https://sakai.luc.edu (synchronous)
Weeks 3+ in person: Corboy Law Center 208
OFFICE HOURS: After class; Zoom by appointment

TEACHING ASSISTANT: Yiyu Cheng, M.A. (she/her) ycheng7@luc.edu

*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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

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 web page 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. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.
**COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and **test often.** N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University’s [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting [COVID-19report@LUC.edu](mailto:COVID-19report@LUC.edu) or by calling 773-508-7707.

**Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.
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 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 basic test interpretation. The final presentation serves as the primary assessment linked with this section of the course. Most weeks will consist of completing assigned readings, lecture, and discussion 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/](http://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 (consider rental):

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. CLASS PARTICIPATION (15 points).
Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. For the purposes of this course, participation in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion is valued. Students are also encouraged to facilitate the participation of others as well as pose questions to one another.

ATTENDANCE
The expectation is that you will be present for the full class session each week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers and your classroom participation grade will be affected. Please notify the instructor via email prior to the start of class should you need to be absent.
CIVIL DISCOURSE AND DIFFICULT DIALOGUES
It is expected that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with clients, families, and community partners. This approach requires a willingness to engage in critical and controversial, but ultimately discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

2. THREE MEDIA LITERACY ASSESSMENT CRITIQUES (5 points each).
In this assignment aimed at bolstering critical consciousness, you are asked to find examples of the social injustice issues/oppression relevant to assessment as they are occurring in the larger world around us. You will be responsible for finding an artifact from the media (television, YouTube, movie clip, news article, music video, magazine ad, commercial, etc.) and write up a brief (~200 words) critique. Using concepts and theories from class discussions and readings, you will identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please use an artifact that you uncover from your everyday life as opposed to simply Googling, for example, “sexist commercials.” Students are strongly encouraged to identify a system of oppression with which they are less familiar. Also, it is critical that the artifact subtly reinforces oppressive messages. In other words, the artifact should not include obviously problematic content (e.g., overtly discriminatory language or images). Instead, the artifact should convey subtle discriminatory messages that are not necessarily apparent at first glance (e.g., music lyrics that are supposedly empowering for women, but actually promote sexist messages). Also, make sure that your artifact is not a satirical critique which is already making fun of the issue(s) (e.g., Trevor Noah, Samantha Bee, etc.). Media literacy assessment critiques should (a) provide a media artifact, (b) identify/discuss the subtle way(s) the artifact reinforces/perpetuates oppressive messages, and (c) discuss at least one implication for assessment practice. If you select an audio or video clip, it should be no longer than five minutes. Media literacy assessment critiques should be submitted (with relevant links when appropriate) as a WORD document to the teaching assistant via email before start of class on the assigned day (see course schedule below).

3. THREE OUTSIDE READING CRITIQUES (5 points each).
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 critiques on reliability (critique #1), validity (critique #2), and multicultural issues in assessment (critique #3) are required (see course schedule below for due dates). 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 most relevant (re the practice of assessment) aspects of the article in ~200-250 words. These critiques should NOT just summarize the article; rather they should address an important assessment issue, practice, concern identified by the student (based
on course readings, class discussion, etc.). Outside reading critiques and a pdf copy of the article should be submitted as a WORD document to the teaching assistant via email before start of class on the assigned day (see course schedule below). **The article must be on testing and assessment and must be published in a peer-reviewed journal** (popular press – e.g., New York Times not acceptable).

**Potential Journals** ([http://libraries.luc.edu/](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. GROUP PRESENTATION (30 total points).
The class will be divided into four groups (depending on final enrollment). Each group will identify a potential presentation topic (and get permission from instructor) related to assessment in counseling work with diverse populations. Groups are welcome to present on any topic relevant to assessment (pending permission from instructor). Each group will have 30 minutes to present on their topic during class time. You may use your creativity regarding the presentation style and format. See course schedule below for dates and sign up.

Presentations should review, critique, and provide 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 first section** (~1-3 slides) of your presentation should provide an introduction and review of the assessment issue. Use this section to briefly introduce your topic and to provide an overview (e.g., development, history, relevant statistics, relevant definitions and constructs, etc.) and relevance of this issue to your work as a counselor.

**The second section** (~1-3 slides) of your presentation should provide a critique of important issues relevant to your topic. 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 (~1-3 slides) of your presentation 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).

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

Point breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Total</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Media Literacy Assessment Critiques ($n = 3$)</td>
<td>15</td>
</tr>
<tr>
<td>Outside Reading and Critique ($n = 3$)</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>30</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>105 points</strong></td>
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Grading Scale (%)

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<td>D+</td>
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<td>D</td>
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<tr>
<td>59-59%</td>
<td>F</td>
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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
1/19  Introduction and Basic Concepts
(https://luc.zoom.us/j/86439954900)

1. Readings: Chapter 1, Chapter 4 (pp. 61-74)
2. Assignment for Week 2: Complete the primer on critical consciousness, intersectionality, social justice advocacy, and multiculturalism
Week 2
1/26 Multicultural and Social Justice Issues in Assessment
(https://luc.zoom.us/j/86439954900)
1. Readings: Chapter 3 (pp. 42-43, 46, 48); p. 364
      Using intersectionality responsibly: Toward critical epistemology,
      structural analysis, and social justice activism. Journal
      of Counseling Psychology, 64, 500-513
2. Assignment for Week 3: Media Literacy Assessment critique #1

Week 3
2/2 Foundations of Measurement: Reliability
1. Readings: Chapter 7
2. DUE TODAY: Media Literacy Assessment critique #1 before start of
   class (email document to ycheng7@luc.edu)
3. Assignment for Week 4: Outside reading and critique #1 (topic: reliability)

Week 4
2/9 Foundations of Measurement: Validity
1. Readings: Chapter 8
2. DUE TODAY: Outside reading and critique #1 before start of class (email
   document to ycheng7@luc.edu)
3. Assignment for Week 5: Outside reading and critique #2 (topic: validity)

Week 5
2/16 Foundations of Measurement: Scales of Measurement, Score Distributions,
Norms, Transformed Scores, and Test Interpretation
1. Readings: Chapters 5, 6, 9 (p. 191)
2. DUE TODAY: Outside reading and critique #2 before start of class (email
   document to ycheng7@luc.edu)
3. Assignment for Week 6: Media Literacy Assessment critique #2

Week 6
2/23 Foundations of Measurement: Review
1. Readings: Weeks 1-5 as needed
2. DUE TODAY: Media Literacy Assessment critique #2 before start of
   class (email document to ycheng7@luc.edu)

Week 7
3/2 MIDTERM EXAM due 11:55pm submit via Sakai Assignments Tab

Week 8
3/9 SPRING BREAK – no class
**Week 9**

3/16  
**Assessment of Cognitive Abilities**
1. Readings: Chapter 10, 11  
2. Assignment for Week 10: Media Literacy Assessment critique #3

**Week 10**

3/23  
**Assessment of Cognitive Abilities (continued): Cultural Fairness and Test Bias**
1. Readings: Chapter 3 (pp. 44-46), 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), 16 (School Counseling and Combined Students)  
2. DUE TODAY: Media Literacy Assessment critique #3 before start of class (email document to ycheng7@luc.edu)  
3. Assignment for Week 11: Outside reading and critique #3 (multicultural issues in assessment practice)

**Week 11**

3/30  
**Assessment of Personality: Objective and Projective Approaches**
1. Readings: Chapter 14, Chapter 15 (Community Counseling, Clinical Mental Health Counseling, and Combined students), Chapter 16 (School Counseling and Combined Students)  
2. DUE TODAY: Outside reading and critique #3 before start of class (email document to ycheng7@luc.edu)

**Week 12**

4/6  
**Observational Procedures; Ethical and Legal Issues**
1. Readings: Chapter 2, 4 (pp. 75-82)  
2. Assignment: Presentation preparation with group

**Week 13**

4/13  
**Presentation preparation with group**

**Week 14**

4/20  
**Final presentation group presentations**
1. Group 1:  
2. Group 2:  
3. DUE TODAY: Groups 1 & 2 send presentation materials to ycheng7@luc.edu before start of class

**Week 15**

4/27  
**Final presentation group presentations and Course wrap up**
1. Group 3:  
2. Group 4:  
3. DUE TODAY: Groups 3 & 4 send presentation materials to ycheng7@luc.edu before start of class
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.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- 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.
**Dispositions**

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on Digication*. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

**Section III:** The addendum for your syllabus.

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

**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.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**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 DIGICATION. *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.
**Digication**

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Student Support Special Circumstances--**
Receiving Assistance 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/).