

CPSY 425: Assessment in Counseling
Summer, 2016

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Office Hours:

Monday – Thursday 4:00 pm – 5:00pm

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* (8th 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; 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/>. 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

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/

COURSE SCHEDULE

DATE	TOPIC AND READINGS
T, May 24	<u>INTRODUCTION AND BASIC CONCEPTS</u> <u>Reading:</u> Text, Chapters 1 and 2
Th, May 26	<u>FOUNDATIONS OF MEASUREMENT: RELIABILITY</u> <u>Reading:</u> Text, Chapters 3 and 5
T, May 31	<u>FOUNDATIONS OF MEASUREMENT: VALIDITY</u> <u>Reading:</u> Text, Chapter 6
Th, June 2	<u>FOUNDATIONS OF MEASUREMENT: NORMS, TRANSFORMED SCORES AND TEST INTERPRETATION</u> <u>Reading:</u> Text, Chapter 4 and 7
T, June 7	<u>CATCH-UP AND REVIEW</u>
Th, June 9	<u>MIDTERM EXAM</u>
T, June 14	<u>MIDTERM EXAM FEEDBACK; ASSESSMENT OF COGNITIVE ABILITIES</u> <u>Note: Bring Text to Class</u> <u>Reading:</u> Text, Chapters 8 and 9, pp. 200-201
Th, June 16	<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)
T, June 21	<u>ASSESSMENT OF PERSONALITY: CONCEPTS AND MEASURES</u> <u>Note: Bring Text to Class</u> <u>Reading:</u> Text, Chapter 12

Th, June 23

ASSESSMENT OF PERSONALITY: NORMAL PERSONALITY AND
ASSESSMENT; PROJECTIVES

Readings: Text, Chapter 13 (Community Counseling Students)

Text, Chapter 14 (School Counseling Students)

T, June 28

OBSERVATIONAL PROCEDURES; ETHICAL AND LEGAL ISSUES;
CATCH UP AND REVIEW

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

Note: Papers Due

Th, June 30

FINAL EXAM