

CPSY 425: ASSESSMENT IN COUNSELING

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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 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.

COURSE TEXT

Watson, J. C. & Flamez, B. (2015). *Counseling assessment and evaluation: Fundamentals of applied practice*. United States of America: Sage. (ISBN: 978 1-4522-2624-8)

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. Each exam contributes 30% to the final grade.
2. Critical Assessment Review: A 6-8 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 is included in Appendix A of this syllabus.
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" x 6" index card. Ten reading summaries are required. These 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
Journal of Multicultural Counseling and Development
Journal of College Student Development
Journal of Counseling Psychology
Psychological Methods

GRADING POLICY

The course grade will be calculated based on the two exams (each worth 30%), the final paper (30%), and completing outside readings. Grades will be assigned as follows:

100-93% A	79-77% C+
92-90% A-	76-73% C
89-87% B+	72-70% C-
86-83% B	69-67% D+
82-80% B-	66-60% D
	59- F

Late assignments will not be accepted without previous written permission from the instructor. If an extension is granted, grades will be lowered by 10% for every day the assignment is late. Therefore, any anticipated situations that may affect turning in assignments on time should be discussed with the instructor.

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 how to find, evaluate, and use resources to explore** 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.

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

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

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/

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.

Date	Topics Covered	Assignments Due
May 22	Intro to Counseling Assessment Basic Assessment Statistical Concepts	Read Ch. 1-2
May 24	Reliability Validity	Read Ch. 3-4
May 29	Selecting, Administering, Scoring and Reporting Assessment Results Integrating Assessment Into Counseling Practice	Read Ch. 5-6
May 31	Intelligence and General Ability Assessment	Read Ch. 7
June 5	Achievement and Aptitude Assessment	Read Ch. 8
June 7	MIDTERM EXAM	NONE
June 12	Standardized Methods of Personality Assessment Projective Methods of Personality Assessment	Read Ch. 9-10

June 14	Behavioral Assessment Career & Vocational Assessment	Read Ch. 11-12
June 19	Clinical Assessment Outcome Assessment and Program Evaluation	Read Ch. 13-14
June 21	Assessment with Diverse Populations Ethical and Legal Issues in Assessment	Read Ch. 15-16
June 26	Catch-up/Review	Critical Review Due
June 28	FINAL EXAM	☺

Appendix A: Critical Assessment Review

Students will decide on a test and will sign up in class. With instructor approval, students may choose to complete this assignment using a test not on this list.

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. However, the vast majority of these tests are in the public domain (or might just as well be, e.g., the MMSE) and therefore available online. Thus, in most cases 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 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).

Tests Available for Student Review

MMSE	Mini-Mental State Exam
CDT	Clock Drawing Test
TICS	Telephone Interview for Cognitive Status
SASSI-3	Substance Abuse Subtle Screening Inventory-3
BDI-II	Beck Depression Inventory-II
PHQ-9	Patient Health Questionnaire, 9-item
GAD-7	Generalized Anxiety Disorder, 7-item
BSI	Brief Symptom Inventory
PANAS	Positive Affect Negative Affect Schedule
PILL	Pennabaker Inventory of Limbic Languidness
DES	Dissociative Experiences Scale
MAAS	Mindful Attention Awareness Scale
QOL	WHO Quality of Life-Brief Version-26

