Course Description
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., projective) 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 learning goals of the course are: (1) gaining factual knowledge about core principles of measurement and ethical and professional issues in assessment and (2) learning to apply knowledge in your professional field.

Note: Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. The evaluation is completely anonymous and will not impact a student’s grade. The addendum to this syllabus (see last page) explains more about the Smart Evaluation System.

Technology
In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted asynchronously via the course website in Sakai. The Sakai website will contain links to the class syllabus (under “Syllabus”), introductory lectures (under “Lessons”), weekly discussion (under “Forum”), self-introduction and project assignments (under “Assignments”), and quizzes (under “Tests and Quizzes”). The Sakai website is: https://sakai.luc.edu/portal/directtool/8d1b2050-10a9-44cd-b18f-10e5177fc015/

Although this is a distance course, you are encouraged to reach out to the instructor at any time with questions or concerns that you may have.

Course Requirements
Students are expected to have read all material for the course and engage in on-line discussion on the readings. Grading will be based on class participation (10%), weekly quiz (30%), and critical assessment review (60%).

1. **Class Participation (10%)**: Class participation (10%). Class participation consists of participation in class discussion and weekly comment paper. At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students’ reflection and interaction with the instructor. The instructor will address typical or important questions selected from the comment papers in the next class.

2. **Weekly Quiz (30%)**: You will take a weekly quiz (open book) to ensure you gradually build the knowledge foundation through the course. There are six quizzes in total, and each quiz focuses on information covered in the corresponding week. You can find the quiz in the Tests and Quizzes section of Sakai. Once you start a quiz, you will have only two hours to answer 10 multiple choice questions. So it is recommended that you read the textbook before taking the quiz. You will only have one chance for each quiz and will be able to see the immediate feedback for your answer after the quiz.

3. **Critical Assessment Review (60%)**: A 6-8 page (maximum, double spaced) paper that analyzes and critiques a commercially available assessment device. This paper will be graded for adequacy (content coverage), accuracy (validity of points), organization (writing clarity and cohesion), critical thinking (depth of your reflection and review), and adherence to APA style requirements. A detailed explanation of the paper is included in the guideline below.

   **Basic Work Flow:**
   Identify the assessment tool (section I), collect information to understand the tool (section I), administrate the tool to yourself (section II), interpret the results (section II), reflect on your experience (section II), review the psychometric evidence (section III), provide overall review (section III).

   **Critical Assessment Review Assignments.** Two assignments are designed to prepare you for the final critical assessment review. Formative feedback will be provided on assignments, rather than points toward your final course grade. In the first assessment, you should submit the first section of your review. In the second assessment, you should submit the second section of your review.

**Guidelines for Critical Assessment Review**
Students will decide on a test on the following list. With instructor approval, students may choose to complete this assignment using a test not on this list. For this assignment, it might be tempting to just copy and paste or directly quote information from published sources. This practice could violate academic integrity and result in serious consequences. Therefore, make sure your review is original, and your assignment will be automatically checked for plagiarism.
The first section (1-2 pages, double spaced) of your review should be the Introduction (20%). 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 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 (1-2 pages, double spaced) of your review should be the Interpretation (10%) and Reflection (10%). Administrate this assessment to yourself and follow the manual or test direction to interpret your results. In the essay, report your scores, assessment interpretation (usually involving whether the scores indicate certain symptoms and their severity), and your reflection (e.g., test-taking experience and result accuracy).

The third section (2-4 pages, double spaced) of your review should be titled Psychometric Characteristics (10%) and Critique (10%). 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 (including convergent, divergent, and criterion-related validity), using one of these terms: nonexistent, poor, fair, good. 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. In addition, 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 (not exclusive)

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<thead>
<tr>
<th>Test</th>
<th>Description</th>
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<tbody>
<tr>
<td>MMSE</td>
<td>Mini-Mental State Exam</td>
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<td>CDT</td>
<td>Clock Drawing Test</td>
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<td>TICS</td>
<td>Telephone Interview for Cognitive Status</td>
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<td>SASSI-4</td>
<td>Substance Abuse Subtle Screening Inventory-4</td>
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<tr>
<td>BDI-II</td>
<td>Beck Depression Inventory-II</td>
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<td>PHQ-9</td>
<td>Patient Health Questionnaire, 9-item</td>
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<td>GAD-7</td>
<td>Generalized Anxiety Disorder, 7-item</td>
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<tr>
<td>BSI</td>
<td>Brief Symptom Inventory</td>
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<td>PANAS</td>
<td>Positive Affect Negative Affect Schedule</td>
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<td>PILL</td>
<td>Pennebaker Inventory of Limbic Languidness</td>
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<td>DES</td>
<td>Dissociative Experiences Scale</td>
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<td>MAAS</td>
<td>Mindful Attention Awareness Scale</td>
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<td>QOL</td>
<td>WHO Quality of Life-Brief Version-26</td>
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<td>SII</td>
<td>Strong Interest Inventory</td>
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<td>MBTI</td>
<td>Myers-Briggs Type Indicator</td>
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Late Assignment Policy: Given that the materials build on prior works in a tight schedule, late papers/projects/posts will NOT be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10% for every day the paper is late and my feedback will be limited (unless there are extenuating reasons). Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

Grading:
Final course grades will be assigned on the following basis:
90.0-100% = A
87.0-89.99% = B+
80.0-86.99% = B
77.0-79.99% = C+
70.0-76.99% = C
60.0-69.99% = D
<60% = F

Text & Readings
Required Text:

Supplementary Readings:
<table>
<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>5/18-5/22</td>
<td>Section I</td>
<td>Chapter 1, 2, 4</td>
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<tr>
<td></td>
<td>Background</td>
<td>Weekly Quiz 1 Due on 5/22 noon</td>
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<td>5/25-5/29</td>
<td>Section II</td>
<td>Chapter 6-7</td>
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<td>Statistical Concepts</td>
<td>Weekly Quiz 2 Due on 5/29 noon</td>
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<td>Critical Assessment Review I Due on 5/29 noon</td>
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<td>6/1-6/5</td>
<td>Section III</td>
<td>Chapter 8-9</td>
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<td>Educational Ability</td>
<td>Weekly Quiz 3 Due on 6/5 noon</td>
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<td>Intellectual and Cognitive</td>
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<td>Functioning</td>
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<td>6/8-6/12</td>
<td>Section III</td>
<td>Chapter 10-11</td>
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<td>Career and Occupational</td>
<td>Weekly Quiz 4 Due on 6/12 noon</td>
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<td>Clinical and Personality</td>
<td>Critical Assessment Review II Due on 6/12 noon</td>
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<td>6/15-6/19</td>
<td>Section II</td>
<td>Chapter 5</td>
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<td>Test Worthiness</td>
<td>Weekly Quiz 5 Due on 6/19 noon</td>
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<td>6/22-6/26</td>
<td>Section III</td>
<td>Chapter 12</td>
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<td>Informal Assessment</td>
<td>Full Critical Assessment Review Due on 6/24 noon</td>
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<td>Weekly Quiz 6 Due on 6/26 noon</td>
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SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK
Social Action through Education. As a counselor or counseling psychologist, 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 that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

DIVERSITY
Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

DISPOSITIONS
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.
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/](http://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.

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](http://www.LUC.edu/csaa). If you
are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.