

Fall 2022

CE 620 Syllabus: Tests & Measurements

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Recommended Citation

Calhoun, Anquinetta V., "CE 620 Syllabus: Tests & Measurements" (2022). *Counselor Education Syllabi*. 380.

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Winona State University
Counselor Education Department
CE 620: Tests & Measurements
Semester Hours: 3



Course Location	This class meets in-person bi-weekly in Helble 328, Tuesdays 5:00 – 8:00 pm (see schedule, p. 12 for specific dates).
Instructor	Anquinetta V. Calhoun, Ph.D.
Instructor Phone & E-Mail	Email: anquinetta.calhoun@winona.edu ; Cell: (352) 474-9343 (text); Zoom: https://minnstate.zoom.us/j/4076192192
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	349 Helble Hall, Winona Campus
Instructor Office Hours:	Tuesdays 10:00 am – 5:00 pm & Thursdays: 3:00 – 5:00 pm

I. COURSE DESCRIPTION

This course provides an overview of the fundamentals of measurement as applied to psychological testing. Knowledge of and practical experience in the use of standardized psychological tests in counseling for personality assessment, evaluation, and career and life decisions will be provided.

II. COURSE PREREQUISITES

Prerequisites: Basic statistics course (undergraduate or graduate). Grade only.

III. COURSE OBJECTIVES

The course objectives encompass one area of critical importance to the practice of professional counseling: measurement & assessment. The following specific objectives for this course are aligned with the 2016 CACREP standards for ASSESSMENT AND TESTING:

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments

- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders (NOTE: the specifics of diagnosis are taught in CE 650 and CE 651)
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Required Text:

Neukrug, E.S. & Fawcett, R.C. (2015). *The essentials of testing and assessment: A guide to counselors, social workers, and psychologists*. Stamford, CT: Cengage Learning.

Other readings as assigned, see D2L

Recommended text:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 620 are included.

	LOCATION OF EVALUATION			
	Discussions	Buros Mental Measurement	Assessment Report	Tests/Exams
3. HUMAN GROWTH AND DEVELOPMENT				
3h. A general framework for understanding differing abilities and strategies for differentiated interventions.				x
4. CAREER DEVELOPMENT				
4c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.				x
4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.				x
4i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.	x			x
4j. Ethical and culturally relevant strategies for addressing career development.				x
5. COUNSELING AND HELPING RELATIONSHIPS				
5b. A systems approach to conceptualizing clients.			x	
5l. Suicide prevention models and strategies.				x
7. ASSESSMENT AND TESTING				
7a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.	x			x
7b. Methods of effectively preparing for and conducting initial assessment meetings.			x	
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.			x	x
7d. Procedures for identifying trauma and abuse and for reporting abuse.				x
7e. Use of assessments for diagnostic and intervention planning purposes.			x	x
7f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.		x		
7g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.		x		
7h. Reliability and validity in the use of assessments.		x		
7i. Use of assessments relevant to academic/educational, career, personal, and social development.			x	
7j. Use of environmental assessments and systematic behavioral observations.				x
7k. Use of symptom checklists, and personality and psychological testing.				x
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.				x
7m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	x	x	x	x

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Discussions	Buros Mental Measurement	Assessment Report	Tests/Exams
1. FOUNDATIONS				
1e. Psychological tests and assessments specific to clinical mental health counseling.		x		x
3. PRACTICE				
3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.			x	
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Discussions	Buros Mental Measurement	Assessment Report	Tests/Exams
1. FOUNDATIONS				
1e. Assessments specific to P-12 education.		x		x
2. CONTEXTUAL DIMENSIONS				
2i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.				x
3. PRACTICE				
3e. Use of developmentally appropriate career counseling interventions and assessments.			x	
3n. Use of accountability data to inform decision making.			x	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: video, lecture, library research, small and large group discussion, experiential class activity, modeling and simulation.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	%
1-4	Attendance, Participation & Discussion	4i, 7a, 7m	ongoing	25
1-4	Buros Mental Measurements Assignment	7f-h, 7m/1e/1e	October 11	22
3-4	Psychological Assessment Admin & Report	4e, 5b, 7b, 7c, 7e, 7i, 7m/1e, 3a/3e, 3n	December 6	35
1-2, 4	Tests/Exams	3h, 4c, 4e, 4i, 4j, 5l, 7a, 7c-e, 7j-m/-/1e, 2i	ongoing	18
				100

A. Grading for Course

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your final grade. The percentage system.

Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

D = 69% or below

Final Grades are based on the following weighted percentages:

1. Attendance, Participation and Discussion	25%
2. Psychological Assessment Administration and Report	35%
3. Buros Mental Measurements Yearbook Assignment	22%
4. Tests/Exams	18%

B. Description of Assignments

1. Class Attendance, Participation and Discussions

Students are *required to attend all class sessions*. It is expected that you will be an *active member* of class as an *engaged learner*, bringing energy and enthusiasm to every class. To be an engaged learner, one must read assignments and learn key concepts well enough to be able to discuss them in class, and to be able to ask questions about concepts you did not understand in your readings. If you need to miss a class because of an emergency, you are expected to contact the instructor before the missed class or as soon as possible and connect with a peer for an update on the information you may have missed. *True emergencies are rare events*.

To demonstrate your understanding of the reading, as well as consider applications of the readings, you will also be asked to contribute to *in-class and online discussions*. The *Discussion* question about the readings will be posted on D2L.

It is your responsibility to reply to the question thoroughly using knowledge acquired from the text and other readings, as well as to consider how this topic applies to your future career as a counselor or other professional roles. Discussions will be graded on demonstrated knowledge and application of learned material. While demonstrating use of the textbook material is required, simply regurgitating content from the text is not what I am looking for. I am looking for your thoughts about the topic based on what you learned from the assignment.

Submit your response to the Discussion of the Day Posts created in D2L. These are due by 5:00 pm on the evening of the in-person class and should inform your in-class discussion and participation.

2. Buros Mental Measurements Yearbook Assignment

For this assignment you will compare and contrast the quality of two assessments that assess similar constructs, so that you could adequately discuss if or how you would use them in your counseling practice. You will begin by visiting the following website <http://buros.unl.edu/buros/jsp/search.jsp> which will allow you to search titles of assessments that have been professionally reviewed.

Once you find the title of **two** assessments you would like to evaluate, note the volume of the *Buros Mental Measurements Yearbook* that contains the assessment. This volume will give you extensive reviews of a comprehensive variety of assessments. You should visit the Krueger library to locate volume of the *Buros Mental Measurements Yearbook* containing your chosen assessment and make a copy of it, or you can access the assessment review online through the Buros online site (it may have to be purchased by you).

Then, write a brief compare and contrast paper (5-6 pages typed, double-spaced, APA format) detailing each assessment, such as reliability and validity measures, the norming sample/process, multicultural considerations, ease of administration, suggestions for use of the assessment, cost, etc. Then, explain how you would use each assessment in practice and your rationale for this decision. (Note: you may decide that the assessment is not useful in practice.) You must also locate journal articles about the assessments in order to gather more information to be included in your discussion of the assessment. This assignment will be submitted to the Dropbox on D2L.

3. Psychological Assessment Administration and Report

For this assignment, you will conduct an initial interview, mental status exam, and practice administering three assessments that you will learn about in class. The combination of these three assessments allow you to assess a person's values, interests and personality, which may be used in counseling individuals in comprehensive ways as they often relate to interpersonal issues and intrapersonal conflict at work, home and in school.

For this assignment you need to identify a mock client, *who is not your significant other or another student in the CED program. With this client, you will: 1) obtain written informed consent (see D2L for consent form), 2) conduct an initial interview, 3) mental status exam, and 4) administer the three assessments to your participant in two sessions with the client. You will then score the assessments and write a psychological report detailing the results of the assessments. After the assessment has been scored and the report has been completed, you will meet again with your mock client to share the results. You will record your initial meeting with the client, to (a) give informed consent, (b) explain the purpose of the tests, and (c) 8 minutes of the initial interview. You will also record the full session administering the results.*

The consent form and all scored assessments should be turned in to Dr. Calhoun or delivered via campus mail by the due date. The videotape recording must be uploaded to Mediaspace (for instructions, see <https://learn.winona.edu/MediaSpace>). Paste the Mediaspace shareable link into the written psychological report and upload the report to D2L. A sample report that you can use as a template for your written report is included on D2L. Remember that this is a practice exercise, and that the results are not conclusive.

****Please note: this assignment takes some time, coordinate early with the mock client, and please plan accordingly.***

4. Tests/Exams

Quizzes will be given over the course of the semester. Quizzes give you the opportunity to demonstrate your knowledge of the course readings, classroom discussion, lectures and activities. All quizzes are administered online through D2L.

VIII. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons or other viral and health related issues and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19, monkeypox, the common cold, and other contact-initiated viruses significantly. In light of the rise of new variants, community spread, and the rise of new viruses, you may choose to wear a N95 mask or other face covering. Your face covering should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks are available in various locations across campus. Please let me know if you have any questions or concerns about this option.

Statement 3: Instructor Face Covering Procedures

I may teach with or without a face covering (or using a face shield without a mask). I will always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This has and continues to be an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in multiple and ongoing pandemics. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll

need to adapt to whatever comes next. Also remember, everybody needs support and understanding in these unprecedented times. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please silence you laptops, ipads, cell phones, watch alarms, and any other electronic devices that make any noise.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to

help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

IX. TENTATIVE* COURSE SCHEDULE

DATE	TOPIC	CACREP STANDARDS CORE/CMHC/SCHO OL	READINGS	ASSIGNMENTS
8.23 HH 328	Introduction, Course Overview, Syllabus Review	7a		
8.30	History of Testing and Assessment	7a, 7m	READ Chapters 1 & 2 Appendix C: Code of Fair Testing Practices in Education ASCA Position Statement on High Stakes Testing [^]	QUIZ 1: Chapters 1 & 2
9.06 HH 328	History and Ethics in Assessment	7a, 7m		DISCUSSION 1: D2L by 5:00 pm, Tuesday, Sept 6
9.13	Conducting Assessment Interviews; Communicating Test Results;	5b; 7b-7e 1e, 3a	READ Chapters 3 & 4 Appendix D Communicating Results Video	QUIZ 2: Chapters 3 & 4
9.20 HH 328	DSM; The Assessment Report	7f-h	READ Chapter 5	DISCUSSION 2: D2L by 5:00 pm, Tuesday, Sept 20
9.27	Principles of Assessment: Validity, Reliability Buros MMY Library	7f-h, 3n	READ Chapters 6 & 7 Appendix E & F	QUIZ 3: Chapters 5, 6 & 7
10.04 HH 328	Statistical Concepts: Scoring, Score Interpretation, Score Conversion	7f-h		
10.11	Assessment Practices	3h, 5b, 7e, 7m; 3e, 3n	READ Hays article [^] & Bias Chart [^]	Buros Mental Measurement Yearbook Assignment due Tuesday, Oct 11
10.18 HH 328	Types of Bias in Assessment	3h, 5b, 7e, 7m; 3e, 3n		DISCUSSION 3: D2L by 5:00 pm, Tuesday, Oct 18
10.25	Aptitude & Ability	3h; 7i, 7j 1e	READ Chapters 8 & 9	QUIZ 4: Chapters 8 & 9
11.1 HH 328	Academic & Intelligence Assessments	3h; 7i, 7j 1e		DISCUSSION 4: D2L by 5:00 pm, Tuesday, Nov 1

11.08	Clinical Assessment of Personality; Positive Psychology>QoLI	5l, 7k, 7i, 7k-l, 1e, 3a, 2i	REVIEW Chapters 3 & 4 READ Chapter 11, Myth of Mental Illness [^] Intake Interview Video	QUIZ 5: Chapter 11
11.15 HH 328	Assessment of Abuse, Addiction, Suicide & Systemic Factors	5l, 7k, 7i, 7k-l, 1e, 3a, 2i		DISCUSSION 5: by 5:00 pm, Tuesday, Nov 15
11.22	Career Assessments: Content & Process	4c,e,l,j; 7i 1e, 3e	READ Chapters 10 & 12 Savickas Video	QUIZ 6: Chapters 10 & 12
11.29 HH 328	Informal Assessments; Considerations for Persons with Disabilities and/or Giftedness	3h, 5b, 7e, 7m; 3e		DISCUSSION 6: D2L by 5:00 pm, Tuesday, Nov 29
12.06	FINALS WEEK	5b, 7b, 7c, 7e, 7m; 3a; 3e, 3n		Psychological Assessment and Report due Tuesday, Dec 6
BOLD DATES DENOTES IN-PERSON CLASS MEETINGS in Helble 328; ^ Readings on D2L				

*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.