

Fall 2015

## CE 620 Syllabus: Tests and Measurements

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**Winona State University**  
**Department of Counseling Education**  
**CE 620: Tests and Measurements**  
**Fall 2015**

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Office Hours: By appointment

**Course Location:** Gildemeister 324

**Time:** Thursdays 5:00-8:00pm

**Days:** 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3

**Course Description:** This course provides an overview of the fundamentals of measurement as applied to psychological testing and program evaluation. 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.

This course is taught through a combination of teaching methods, including but not limited to: class lectures, guest speakers small and large group discussions, experiential class activities, videos, and simulations.

**Prerequisite:** basic statistics course

**Required Text:**

Buros Mental Health Measurements Yearbook available at <http://buros.unl.edu/buros/jsp/search.jsp>.

Hays, D. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures*. Alexandria, VA: American Counseling Association.

Other supplemental readings will be available on Desire to Learn (D2L) at <https://winona.ims.mnscu.edu/>. You can access D2L with your Warrior ID and password.

**Course Objectives:**

The course objectives encompass one area of critical importance to the practice of professional counseling: measurement and assessment. The following specific objectives for this course are the 2009 CACREP standards for these areas:

Students will:

- a. discuss historical perspectives concerning the nature and meaning of assessment;
- b. define basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. calculate statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

- d. determine reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) of an assessment measure;
- e. determine validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. demonstrate an understanding of social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. demonstrate ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

CACREP Related Standards:

*Mental Health Counseling:*

- G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
- G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
- H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, and a psychological assessment for treatment planning and caseload management.

*School Counseling:*

- G.3. Identifies various forms of needs assessments for academic, career, and personal/social development.
- H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
- H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

**Course Requirements:**

**1. Attendance and Participation (70 points, 5 points daily)**

Students are required to attend all class sessions. You should be an active member of this class, and it is expected that you will be 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 reading. Class participation is expected and is part of your grade. I will attach a sample rubric to give an idea of the participation expectations. If you feel you did not have an opportunity to contribute as you would have liked, you are welcome to submit your response to the posts made available in D2L under Discussions.

If you need to miss a class because of an illness or emergency, you are expected to contact the instructor before the missed class or as soon as possible.

Incident weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notification will be made via the D2L announcements, the WSU homepage, and WSU email.

## 2. Assignments, Quizzes, and Tests (450 total points)

There will be some in class assignments and quizzes which will be used as formative assessments and will not be entered into the grade book. Assignments are expected on time. If for some reason, a student has difficulty meeting the course expectations the student is responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade. All assignments are to be placed in the D2L Dropbox unless otherwise indicated by the professor.

### **Psychological Assessment Administration and Report (150 points)**

For this assignment, you will conduct an initial interview, mental status exam, and practice administering three assessments: the Kuder Career Search with Person Match, the Myers-Briggs Type Indicator (MBTI), and the Quality of Life Inventory (QOLI). 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 will choose a participant (with whom you do not have an intimate relationship), obtain written informed consent (see D2L for the consent form), conduct an initial interview, mental status exam, and administer the three assessments to your participant. You will then score the assessments and write a psychological report detailing the results of the assessments. Finally, you will state your general clinical impressions, including diagnostic impressions and recommendations. 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. The interviews and test administrations must be videotaped. The consent form, all scored assessments, the written psychological report, and the videotape will all be handed in to the instructor in class. See the course schedule for the due date.

### **Buros Mental Measurements Yearbook Assignment (150 points)**

For this assignment, you will compare and contrast two assessments. There are several components to this assignment. See the course schedule for the due date.

- A. It is recommended that you find assessments that would be relevant to your work as a counselor. You must consult with a practicing counselor regarding assessments they use, interpret, or wish they knew more about in order to determine one of the assessments you will further examine. The <http://buros.unl.edu/buros/jsp/search.jsp> website will help with your search. Once you find the title you would like to evaluate, note the volume of the *Buros Mental Measurements Yearbook* that contains the assessment. You will then visit the library and locate the volume of the *Buros Mental Measurements Yearbook* which contains your chosen assessment. This book will give you extensive reviews of a comprehensive variety of assessments.
- B. In addition to the specific information about the assessments, you must locate journal articles to further develop your understanding of the tools and include those in your paper.
- C. You will write a 3-4 page paper *for each assessment* which will include:
  - a. Reliability and validity measures
  - b. Norming sample/process
  - c. Multicultural considerations
  - d. Ease of administration
  - e. Intended use of assessment
  - f. How you would use the assessment measures in practice and your rationale for doing so

- g. Any other thoughts you have about this assessment (i.e., Why did you choose this assessment over some of the others you reviewed?)
  - h. Include bibliographic lines (according to APA) of the assessment and journal articles you used to gather more information.
- D. Create one PowerPoint slide that compares/contrasts the two assessments and submit it and your paper in the Dropbox. You must be prepared to talk about the slide in class.

**Quizzes/Short Exams (150 points total, 50 points each)**

Three summative quizzes will be given over the course of the semester. The quizzes (or short exams) will give you the opportunity to demonstrate your knowledge of the course readings, classroom discussion, lectures, and activities. They will be administered through D2L in class so that we may review and discuss the results.

**Grades:**

All assignments are graded on a point system, with the overall grade calculated on a percentage for the semester based on overall points.

<i>Letter Grade</i>	<i>Percentage System</i>	<i>Point System</i>
A	100-90%	520-468
B	89-80%	467-416
C	79-70%	415-364
D or below will result in remediation		

*\*Please note:* There will be additional readings either uploaded in D2L or provided in class.

*\*\* Quiz dates are tentative and will be discussed in class*

DATE	TOPIC	READINGS *	ASSIGNMENTS **
8/27/2014	Use of Psychological Assessment	<b>Hays: Ch 1</b>	
9/3/2014	The Assessment Process; Legal and Ethical Considerations	<b>Hays: Ch 2, 3; Appendix B</b>	
9/10/2014	Multicultural Considerations in Assessment	<b>Hays: 4</b>	
9/17/2014	Measurement Concepts	<b>Hays: Ch 5</b>	
9/24/2014	Understanding Types of Scores in Reporting	<b>Hays: Ch 6</b>	
10/1/2014	Initial Assessment	<b>Hays: Ch 7</b>	
10/8/2014	Intelligence	<b>Hays: Ch 9</b>	
10/15/2014	Ability	<b>Hays: Ch 10; ACT Handout*; Standardized Tests and Its Victims*</b>	

10/22/2014	Career and Life Planning	Hays: 11	Quiz 1: Basic Concepts, Intelligence/Aptitude
10/29/2014	Interests and Values	Hays: Ch 12	
11/5/2014	Substance Abuse and Mental Health	Hays: Ch 8; Myth of Mental Illness*	
11/12/2014	Personality Assessment	Hays: Ch 13	Buros Mental Measurements Yearbook Assignment (Submit to D2L Dropbox)
11/19/2014	Communication of Test Results	Hays: Ch 15; Appendix D	Quiz 2: Career and Quiz 3: Mental Health Assessment
11/26/2014	NO CLASS-UNIVERSITY BREAK		
12/3/2014	Interpersonal Relations	Hays: Ch: 14	Psychological Assessment Administration and Report (Hand in - in class)
	Hays = Assessment in Counseling text	*reading/assessment on D2L under Content;	DD=Discussion of the Day

#### University Expectations and Resources:

**Academic Integrity:** 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>

**Accommodations:** 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 to Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services. To access these services, visit: <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>

**Graduate Student Resources:** Helpful information for graduate students can be found at: <http://www.winona.edu/gradstudies/currentstudents.asp>

**Student Grievances:** Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

**Writing Center:** Located in Minne 348, 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. There is also Smart Thinking Online Tutoring through D2L (below the D2L calendar).