

Fall 2014

## CE 620 Syllabus: Tests and Measurement

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**Winona State University**  
**Department of Counseling Education**  
**CE 620: Tests and Measurement**  
**Fall 2014**

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Office Hours: Wednesday and Thursday 11 AM to 4PM, or by appointment

**Course Location:** Gildemeister 324

**Time:** Thursdays 5-8PM

**Course Description:** This course provides an overview of the fundamentals of measurement as applied to psychological testing, research design, 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. Current methods of research design and program evaluation in counseling practice and school settings will be discussed. *Prerequisite: a basic statistics course (undergraduate or graduate).*

The 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.

**Required Texts:**

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

**Other Readings**

\*\* Supplementary required readings can be found 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: (1) measurement & assessment. The following specific objectives for this course are the 2009 CACREP standards for these areas:

*Measurement & Assessment:*

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. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

## **Course Requirements:**

### **1. Attendance, Participation and Discussion of the Day**

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 in 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. *True emergencies are rare events*.

To demonstrate your understanding of the reading, you will also be asked to contribute to *Discussions of the Day*. The *Discussion of the Day* question about the readings will be included in your course schedule. It is your responsibility to be able to reply to the question thoroughly in classroom discussion, using knowledge acquired from the text, other coursework and previous classroom discussions. Discussions will be graded on demonstrated knowledge and application of learned material. To be sure all students have an opportunity to adequately contribute, you are asked to submit your response to the Discussion of the Day posts made available in D2L under Communications> Discussions. These are due before class the day of the discussion listed on your course schedule. Both the written post and your class discussion will be taken into consideration in regard to your assigned grade.

### **2. Buross Mental Measurements Yearbook Assignment**

For this assignment you will compare and contrast the quality of two assessments, 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://buross.unl.edu/buross/jsp/search.jsp> which will allow you to search titles of a multitude 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 *Buross Mental Measurements Yearbook* that contains the assessment. You will then visit the library and

locate volume of the *Buros Mental Measurements Yearbook* that contains your chosen assessment. This book will give you extensive reviews of a comprehensive variety of assessments. Write a brief report (1-2 pages single spaced **per** assessment) detailing the 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.*** An exemplar of this assignment can be found on D2L under Exemplar\_Buros.

\*\*\*\* Note: It is possible that you won't find the perfect assessment for your project in the *Buros MMY*. If this happens, choose an assessment that is close in order to complete this assignment, then search elsewhere for the assessment you will use for your project. Keep in mind that when using an assessment that is not reviewed by *Buros*, you must be able to locate some information about the validity and reliability of the assessment. **This assignment will be submitted to the Dropbox on D2L.**

### 3. Quizzes

Two 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, and will be made available to you on the day they are scheduled on the course schedule. Class will be released early these days to give you time to take the quizzes.

### 4. 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 will choose a participant, obtain written informed consent (**see D2L for 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. Administration of the tests, and interpretation of the results must be video taped. **The consent form, all scored assessments, the written psychological report and the videotape will all be handed in to the instructor in class (see Course Schedule for due date).** *Please note: this assignment takes some time, coordination with the mock client, and planning. Please plan accordingly.*

## Grades

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 is below:

Final Grades are based on the following weighted percentages:

1. Attendance, Participation and Discussion of the Day	10%
2. Psychological Assessment Administration and Report	25%
3. Buross Mental Measurements Yearbook Assignment	25%
4. Quiz 1 (Basic Concepts, Intelligence, and Aptitude)	20%
5. Quiz 2 (Career and Mental Health Assessments)	20%

### Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

D = 69% or below

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, 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.

ACCOMMODATIONS: If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/disabilityservices/>

ELECTRONIC DEVICE NOTICE: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise. Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

E-MAIL POLICY: Please note: I will use the university e-mail account provided by Winona State to communicate important information, any course schedule changes, and class cancellations, etc. Students should make every effort to establish and utilize their account and check it regularly.

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>

PLAGIARISM AND CHEATING: 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>

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/culturaldiversity/>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or advisor.

RESOURCES FOR GRADUATE STUDENTS: Resources for Graduate Students at Winona State University are listed on this webpage: <http://www.winona.edu/gradstudies/gradprograms.asp>

*Please see me if you have any questions about the course.*