

CNE 663: ASSESSMENT IN GUIDANCE & COUNSELING

Course Number is a required course for Professional School Counselor, Licensed Professional Counselor, and Licensed Marriage & Family Therapist Certification.

College of Education

Department of Educational Leadership & Counseling

Summer Session II, 2008

Off campus course at Cypress Ridge High School

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Text/Readings:

Eckstein, D. & Kern, R. (2002). *Psychological fingerprints: Lifestyle assessments and interventions* (5th ed.). Kendall/Hunt Publishing Company.

Whiston, Susan C. (2000). *Principles and applications of assessment in counseling*. Belmont, CA: Brooks/Cole.

Course Description:

Study will include the principles of assessment and evaluation in counseling, assessment instruments used in the counseling services, elementary statistical concepts, methods of evaluating assessment instruments, the process of synthesizing and interpreting assessment data, and the ethics of assessment. Prerequisite: CNE 564 or taken concurrently.

Purpose of the Course:

The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This will be accomplished through a study of legal, ethical, and philosophical principles of testing and assessment, a study of the characteristics of reliable and valid instruments, a study of methods of selection and use of appropriate instruments themselves, and the preparation of written reports of assessment results. **This course will not prepare the student to conduct or perform psychological or personality assessments.**

Course Format:

This didactic class may include lectures and PowerPoint presentations, narrative presentations, whole class discussions, self-selected research and website searches, hands-on practice with some assessment techniques, and field experience in assessing self-chosen clients. Evaluation consists of professor assessments, including exams, group project, and written report of the conducted assessments. Your professionalism (attendance, punctuality, attention during class) is also considered in this class.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

Course Objectives: This course was designed to meet various objectives. This was done to ensure that students have covered topics in this course that will prepare them for exit, certification examination, and licensing requirements.

Outcomes: Upon successful completion of this course, students will be able to:

- Understand the steps of the decision-making model
- Understand the purposes for administering tests
- Understand the competencies required of test users
- Understand standard measurement concepts
- Understand the application and use of statistical concepts associated with testing
- Score and interpret the results of various types of tests utilizing different systems
- Understand the methods of locating and selecting tests
- Distinguish between various definitions of scholastic ability and intelligence and recognize various types of tests that measure these concepts
- Distinguish between types of tests, their characteristics, and uses
- Explore various problems and solutions associated with test taking
- Explore various interviewing and observational techniques used in assessment
- Understand appropriate procedures for testing/assessing special populations and regulations that apply
- Explore ethical, legal, and philosophical issues related to assessment
- Consult with individuals and groups on assessment issues
- Disseminate and interpret assessment results to various populations using a variety of procedures, including communicating assessment results to individuals and parents in a manner that fosters understanding and support of the test taker
- Monitor program effectiveness in the school by assessing learners' proficiencies within a planned evaluation cycle
- Differentiate assessment needs in a mental health program
- Understand current trends and issues in assessment
- Understand sources of test bias and advocating for culture-fair and gender-fair assessments

IDEA Objectives

Essential:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

- Learning to apply course materials (to improve thinking, problem solving, and decisions)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: NCATE – NC SBEC – SB CACREP – CA
1. Understanding of multicultural and pluralistic trends	*Application of assessment instruments & techniques to diverse populations	Exam; Field experience of administering assessment instruments	CA K2.a; NC Standard 4: Diversity
2. Understanding legal & ethical standards (ACA & related entities), practices, & issues	*Introduction of necessity for & proper adherence to legal & ethical standards	Exam; Field experience	SB I (8) CA K1.h; K7.i
3. Understanding of career development theories & practice	Learning how career development can be assessed	Exam	SB I (3) CA K.4a
4. Understanding historical perspectives concerning nature & meaning of assessment	Learning historical development of assessment theory & techniques	Exam	CA K7.a
5. Understanding statistical concepts; reliability; validity	Learning statistical concepts; reliability; validity	Exam	CA K7.c, d, e
6. Understanding basic concepts of standardized & nonstandardized testing & other assessment techniques	*Learning basic concepts of standardized & nonstandardized testing & other assessment	Exam; Field experience report	CA K7.b
7. Understanding age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, & other factors related to assessment & evaluation of individuals, groups & specific populations	*Learning about all factors that influence assessment procedures & interpretation & communication of assessment results	Exam; Field experience report	CA K7.f
8. Understanding strategies for selecting, administering, & interpreting assessment & evaluation instruments & techniques in counseling	Learning strategies for selecting, administering, & interpreting assessment & evaluation instruments & techniques in counseling	Exam; Research paper; Monitored classroom activities	CA K7.g
9. Understanding assessment instruments & techniques that are relevant to career planning & decision	Learning about assessment instruments & techniques that are relevant to career planning & decision making	Exam	CA K4.f

making			
10. Understanding general principles & methods of case conceptualization, assessment &/or diagnoses of mental & emotional status	*Learning general principles & methods of case conceptualization, assessment &/or diagnoses of mental & emotional status	Exam; Monitored class activities; Field experience report	CA K7.h
11. Understanding of counselor & consultant characteristics & behaviors that influence helping processes	*Understanding of counselor & consultant characteristics & behaviors that influence helping processes as a prerequisite for an adequate assessment	Exam; Field experience	CA K5.a
12. Understanding assessment principles & procedures, including the appropriate use of tests & test results	*Learning assessment principles & procedures, including the appropriate use of tests & test results	Exam; Field experience report	SB I (4) CA K 7.g
13. Understanding the characteristics & educational needs of special populations	Learning the characteristics & educational needs of special populations	Exam	SB I (9) CA K7.g
14. Understanding & using counseling-related research techniques & practices & technology to facilitate continued personal growth	Learning how to use counseling-related research techniques & practices & technology to facilitate continued personal growth	Research paper	SB I (13); VI (2) CA K8.a
15. Consulting with parents/guardians, teachers, administrators, & others as appropriate to enhance work with students	*Learning how to consult with parents/guardians, teachers, administrators, & others as appropriate to enhance work with students	Field experience, Field experience report	SB II (4) CA K5.a
16. Participating in selection, use, & interpretation of assessments & assessment results	*Learning how to select, use, & interpret assessments & assessment results	Exam; Field experience; Field experience report; Research paper	SB II (7) CA K-7g
17. Using varied sources of information about students for assessment purposes	Learning how to use varied sources of information about students for assessment purposes	Exam	SB II (8) CA K7.h
18. Implementing effective referral procedures to facilitate the use of special programs & services	*Learning how to implement effective referral procedures to facilitate the use of special programs & services	Exam; Field experience; Field experience report	SB III (4)
19. Understanding learner differences	*Learning about learner differences to enhance a positive school environment for	Exam; Field experience; Field experience report	SB IV (1)

& knowing ways to create & maintain a positive school environment that is responsive to all learners	them		
20. Supporting responsive interventions by effectively communicating with parents/guardians, teachers, administrators, & community members	*Learning how to communicate effectively assessment results & recommendations with parents/guardians, teachers, administrators, & community members	Field experience; Field experience report	SB V (3)
21. Understanding professional knowledge expected in the field & delineated in professional, state, & institutional standards via using current research to inform their practice	Research a selected assessment instrument in depth	Research Paper	NC Standard 1— Professional Knowledge & Skills for Other School Personnel; SB VI (2) CA K1.b, d, e; 8.e
22. Demonstrating effective communication through oral, written, & nonverbal expression	*Communicate assessment results & recommendations effectively in verbal feedback to the field “client” and in a written report	Field experience; Field experience report	SB V (1)
23. Developing & implementing strategies for effective internal & external communications	Learning how to communicate assessment results & recommendations	Field experience; Field experience report	SB V (5)
24. Monitoring student performance	Show learning & application of assessment theory & techniques	Exams; Research Paper; Field experience; Field experience report; participation in monitored class activities	NC Standard 2: Assessment System
25. Sharing assessment data with students on regular basis; obtaining feedback from students	Give feedback of student’s performance on a regular basis; receiving student’s evaluation of course & instructor	Grades earned on all specified course activities; student evaluations	NC Standard 2: Use of Data for Program Improvement
26. Receiving modeling of best professional practices in teaching	Provide for students the best educational experience possible	Student evaluations	NC Standard 5: Modeling Best Professional Practices in Teaching
27. Striving toward the highest level of professionalism by adhering to & modeling professional, ethical, & legal standards	Provide for students modeling of professionalism	Student evaluations	SB VI (3) CA K1.h; 7.i

28. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development	In-class discussions & researching an assessment tool provide opportunity for self-assessment & -reflection, as well as feedback from colleagues	Student evaluations	SB VI (1)
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Course Requirements:

1. Group Project (40 points):

Rubric will be given.

Each group will be expected to research and write an analysis of one test and present their findings to the class in the form of a group presentation.

The purpose of the assignment is to study one test to share with the class and develop competency in selecting, researching, and critiquing of tests that represent those usually used in one area of focus (school counselor, vocational or special education counseling, mental health counseling). Through completion of this assignment, the students will learn where to look in the professional literature to aid in the selection and critique of tests and become acquainted with the library data bases and peer reviewed journals.

The students should refer to pages 86-91 in the text for a guide to the criteria for selecting a test. The instructor will look for **all of the major headings in that section to be addressed in the paper and presentation**. Recent test critiques (e.g., in the *Mental Measurements Yearbook* and recent professional journals) should be utilized as references. A minimum of 3 references (other than Whiston) should be cited and referenced in the paper, including at least one peer-reviewed journal article.

The paper must be a maximum of 5 pages and must include a critique of the instrument in the areas of Test Purpose, Instrument Development, Appropriate Selection of Norming Group or Criterion, Reliability, Validity, Bias Issues, Interpretation and Scoring Materials, User Qualifications, Practical Issues, and additional comments of interest. Your presentation may include powerpoints, demonstrations, activities such as taking parts of the test, or any other interesting materials.

Written communication skills are important for all graduates of this program. Correct grammar should be utilized and the paper should be well organized. Leave enough time to get assistance through the Writing Center if needed.

Each group will present their report orally to the class. You should prepare this as a workshop in which you are teaching your colleagues about the test. You should have a handout for each student in the class. Use Powerpoints or other materials as needed and have a handout for each class member and the instructor. If possible, you should have a copy of the test or have something to “show and tell” from the test. Use good workshop leader skills.

Due on _____

2. Testing/interview/summary Evaluation Report/Reaction Paper (50 points)

Students will conduct an intake interview with one individual age 6-11, administer the WIAT-II achievement battery, and the BASC-2. You will be provided with test protocols in class. You will write an evaluation report of this evaluation based on a format that will be provided for you.

After the comprehensive testing/interview is completed, make arrangements (toward the end of the summer session) to discuss the test results with the examinee and/or parent. Each student should write a summary evaluation of the test and interview results.

Each student must also write a reaction paper describing her/his reactions, thoughts, and feelings – before, during, and after the sessions with the examinees – to be attached to the Evaluation Report.

Points for this assignment are as follows:

- 25 points Administering the tests (5 points each for two interviews, WIAT-II, and two BASC-2.
- 20 points Writing the summary evaluation report (5 points each for following report format, citing relevant demographic/background data, discussion of results, and recommendations)
- 5 points Writing the reaction paper following the interview.

The completed report and reaction paper is due on _____

3. Lifestyle Assessment (40 points)

Students will conduct a lifestyle assessment with one adult and write a treatment plan and summary based on the assessment. Due on _____

4. Final Exam will be administered on _____ (50 points)

*Please bring your calculators to class.

5. Professionalism (20 points)

Students are expected to be attentive in class and participate in discussions. Students should be punctual and should attend all classes. Students are expected to turn in assignments when they are due. Summer is very fast and we must keep on schedule in order to complete work and allow time for grading and getting your grades in on time. Please eat only at designated time and place.

Grading

Grades will be based on the accumulation of points as follows:

- A = 180-200 points
- B = 160-179 points
- C = 140-159 points
- F = less than 139 points

Ethics of Test-Using:

All testing and handling of test material, clients and information obtained from the clients will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Counseling Association. Any violation of the above will result in the failing of this course plus possible dismissal from the program.

Academic honesty is expected.

Attendance Policy:

Students are expected to attend every class. If a student must be absent for class due to illness or emergency, that student must call the instructor.

The Counseling Faculty has established a policy for all Counseling courses. "(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence."

Students also are expected to arrive to class on time. Tardies will accumulate to an absence.

Religious Holiday Policy:

Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. The student, not later than the 15th calendar day after the first day of the semester, must notify the instructor of each scheduled class day that he/she should be absent for a religious holy day.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Course Content: Schedule & Due Dates: (Monday & Wednesday nights)

- 7-9** Introduction to Assessment, Syllabus, Introduction to Library Data Bases (Chapter 1)
Initial interview/intake session, types of data, sign up for group presentations, check out WIAT II kits. (Chapter 6)
- 7-14** Principles of assessment, Reliability and Validity, Video on WIAT II (Chapters 2, 3, 4,)
- 7-16** Turn in lifestyle assessment and treatment plan and summary Continue Reliability and Validity, Achievement and aptitude tests (Chapters 3, 4, & 8)
- 7-21** Intelligence testing, career assessment (Chapters 7, 9)
- 7-23** No class (This time can be used for testing your child client, interviewing your adult client, or meeting in your groups. Additional Bb work will be posted to account for additional class time.)
- 7-28** Turn in psycho-educational evaluation and report Communicating test results, Ethics/legal considerations, Special populations (Chapters 5, 14, 15, 16)
- 7-30** Personality testing, assessment in marriage and family, diagnosing, using assessment in counseling (Chapter 10, 11, 12, 13)
- 8-4** Presentations
- 8-6** Final Exam

Course Content: Tentative Schedule & Due Dates: (Tuesday & Thursday nights)

7-8 Introduction to Assessment, Syllabus, Introduction to Library Data Bases (Chapter 1)

7-10 Initial interview/intake session, types of data, sign up for group presentations, check out WIAT II kits. (Chapter 6)

7-15 Principles of assessment, Reliability and Validity, Video on WIAT II (Chapters 2, 3, 4,)

7-17 Turn in lifestyle assessment and treatment plan and summary Continue Reliability and Validity, Achievement and aptitude tests (Chapters 3, 4, & 8)

7-22 Intelligence testing, career assessment (Chapters 7, 9)

7-24 No class (This time can be used for testing your child client, interviewing your adult client, or meeting in your groups. Additional Bb work will be posted to account for additional class time.)

7-29 Turn in psycho-educational evaluation and report Communicating test results, Ethics/legal considerations, Special populations (Chapters 5, 14, 15, 16)

7-31 Personality testing, assessment in marriage and family, diagnosing, using assessment in counseling (Chapter 10, 11, 12, 13)

8-5 Presentations

8-7 Final Exam