

## **CNE 663: ASSESSMENT IN GUIDANCE & COUNSELING SPRING, 2008**

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**

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Teacher Education Center, Room 329

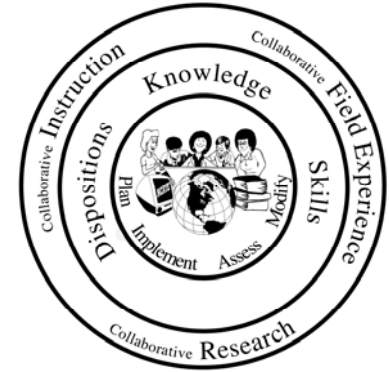
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### **Text/Readings:**

Whiston, Susan C. (2005). *Principles and applications of assessment in counseling* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

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

**Prerequisites:** Admission into the Masters Program in Counseling

**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.

### **CACREP OBJECTIVES:**

1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning
  - K1b; professional roles, functions, & relationships with other human services providers
  - K1d; Professional organizations, primarily ACA
  - K1e; professional credentialing, including certification, licensure, and accreditation
  - K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling
2. Social and Cultural Diversity – Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious & spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
  - K2a; Multicultural & pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
3. Career Development – Studies that provide an understanding of career development and related life factors, including:
  - K4a; Career development theories and decision-making models
5. Helping Relationships – Studies that provide an understanding of counseling and consultation processes, including all of the following:
  - K5a. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills

7. **Assessment** – Studies that provide an understanding of individual and group approaches to assessment and evaluation, including the following:

- K7a. Historical perspectives concerning the nature and meaning of assessment;
- K7b. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- K7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- K7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- K7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- K7f. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- K7g. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- K7h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- K7i. Ethical and legal considerations.

8. **Research and Program Evaluation** – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the following:

- K8a. The importance of research and opportunities and difficulties in conducting research in the counseling profession
- K8e. Use of research to improve counseling effectiveness.

**Standards Matrix:**

| <b>Objectives/Learning Outcomes</b>   | <b>Activities (* indicates field-based activity)</b>                                  | <b>Performance Assessment</b>                                  | <b>Standards:<br/>NCATE – NC<br/>SBEC – SB<br/>CACREP – CA</b> |
|---|---|--|--|
| 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;<br>NC Standard 4:<br>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)<br>CA K1.h; K7.i                                      |
| 3. Understanding of career development theories & practice  | Learning how career development can be assessed                                       | Exam   | SB I (3)<br>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  |

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|--|--|---|------------------------------|
| 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 making  | Learning about assessment instruments & techniques that are relevant to career planning & decision making  | Exam  | CA K4.f                      |
| 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)<br>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)<br>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)<br>CA K8.a |

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|---|---|---|--|
| 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)<br>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)<br>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)<br>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 & knowing ways to create & maintain a positive school environment that is responsive to all learners  | *Learning about learner differences to enhance a positive school environment for them   | Exam; Field experience; Field experience report                 | SB IV (1)  |
| 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—<br>Professional Knowledge & Skills for Other School Personnel;<br>SB VI (2)<br>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)   |

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|---|--|---|---|
| 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)<br>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)   |

Web address for state standards:

Web address for specialty organization standards: <http://www.counseling.org/cacrep/2001standards700.htm>

**Course Format:** 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 didactic class includes lecture and PowerPoint presentations, narrative presentations, whole class discussions, self-selected inquiries, hands-on practice with several assessment techniques, and field experience in assessing a self-chosen client. Other instruction and class activities may be conducted through distance learning methods. Evaluation consists of professor assessments, including exams, assignments, and class and online participation.. **This course will not prepare the student to conduct or perform psychological or personality assessments.**

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

## Course Requirements:

### 1. Critique of test (25 points):

Each student will be expected to research and write an analysis of one test.

The purpose of the assignment is to develop competency in selecting, researching, and critiquing of tests that represent those usually used in one's area of focus (school counselor, vocational or special education counseling, mental health counseling). Through completion of this assignment, the student will learn where to look in the professional literature to aid in the selection and critique of tests.

The student should refer to pages 86-91 in the text for a guide to the criteria for selecting a test. **All of the major headings in that section should be addressed in the paper.** Recent test critiques, the *Mental Measurements Yearbook*, interviews, and one recent professional journal article should be utilized as references. A minimum of 4 references including Whiston) should be cited and referenced in the paper.

The paper 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 comments from the three reference sources. Begin by addressing the **type** of test you have chosen.

Written communication skills are important for all graduates of this program. Correct grammar should be utilized and the paper should be well organized. Simply staple the paper in the upper left-hand corner; do not enclose the paper in a special folder or binding. The paper must include a Title Page and Reference List **written in APA format (5<sup>th</sup> Edition).**

Each student will present his/her report orally to the class. **Paper due on:** \_\_\_\_\_.

### 2. Testing/interview/summary Evaluation Report/Reaction Paper (100 points)

Each student must conduct an intake interview with one individual age 7-17, and administer the WIAT-II achievement battery and the BASC-2 or other appropriate scale. 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.

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. This paper is informal and does not have to be in APA format.

Points for this assignment are as follows:

- 50 points      Administering the tests (10 points each for interview & parent consent, WIAT-II, BASC-2 parent and student protocols).
- 30 points      Writing the summary evaluation report (10 points for report format, citing relevant demographic/background data, and recommendations, and 20 points for discussion of results, including recommendations)
- 20 points      Writing the reaction paper following the interview.

**The completed report and reaction paper is due on:** \_\_\_\_\_.

3. Two examinations (midterm and final) will be administered consisting of objective items and short answer items.  
Each exam is worth 25 points. **(50 points total)**
4. Lifestyle assessment interview: You will interview and complete the summary pages for one adult using the forms provided in your Psychological Fingerprints text based on the presentation by one of the authors, Dr. Eckstein.  
This assignment is worth **50 points**
5. Interview an assessment professional (diagnostician, LSSP, psychologist, counselor).  
Questions will be given to you and you will discuss your interview orally in class. **(25 points)**
6. Participation online: Each week that we do not meet, and at various times, you will be given an internet or distance learning assignment to post in the Assignments option of Bb or to turn in when we return. Your punctuality in posting and turning in assignments on time will contribute to this grade. **(50 points total)**

**Please bring calculators to class.**

### **Grading**

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

- A = 270 –300 points
- B = 240 – 269 points
- C = 210 – 239 points
- F = 209 points and below

### **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.**

**The following represents the Counseling program's usual attendance policy. In summer school, attendance is very important as we meet fewer nights. Any anticipated absence must be discussed with the professor beforehand and plans will be made for make-up assignments if excused.**



**Counseling Program Attendance Policy:**

Students are expected to attend every class. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected at 979-574-8801.
- With a second absence (3 hours), 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, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic 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.

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**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).

**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures after notifying the professor provided they do not disturb other students in the process.

Please do not eat meals during class. If you need to eat, please plan to do so during the break. We are borrowing the facilities of a school district and want to respect their desire for clean rooms. Please try to wait for the break to leave the room unless it is an emergency. It is a distraction for students to have unscheduled entering and leaving the room.

**Disability Statement:**

It is the policy of Sam Houston State University that no otherwise qualified disabled student shall, solely by reason of his/her handicap, be excluded from the participation in , be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems, stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Students often find writing at the graduate level challenging, whether they have a disability or not. The SHSU Writing Center can assist you in turning in papers that meet the Educational Leadership and Counseling Department Writing Standards. Here is the address for this service:**

<http://www.shsu.edu/~wctr/>

## Tentative Course Content: Schedule & Due Dates

| <b>Date</b> | <b>Class Topic</b>   | <b>Reading</b>                    | <b>Evaluation/Assignment</b>                        |
|-------------|--|-----------------------------------|---|
| 1-28-08     | Introductions<br>Pretest/Discussion<br>Initial assessment in counseling        | Ch. 1                             | Syllabus/class format<br>Class discussion/questions |
| 2-4-08      | Test principles<br>Reliability, Validity, SEM                                  | Ch. 2,3, & 4                      | Class discussion/activities                         |
| 2-11-08     | Continue   | Ch. 2, 3, & 4                     |   |
| 2-18-08     | Achievement tests continued<br>Demonstration of WIAT II<br>Check out test kits | Ch. 8                             | Class discussion/activities                         |
| 2-25-08     | <i>Psychological Fingerprints</i>  | <i>Psychological Fingerprints</i> | Class discussions/activities<br>Guest speaker       |
| 3-3-08      | Midterm Exam   |                                   |   |
| 3-10-08     | SHSU Spring Break  |                                   | No Class  |
| 3-17-08     | Spring ISD Spring Break  |                                   | No Class  |
| 3-24-08     | Blackboard Assignment – No Class   |                                   | No Class  |
| 3-31-08     | Intelligence tests<br>Demonstrate test   | Ch. 7                             |   |
| 4-7-08      | Personality Testing  | Ch. 10                            | Class discussion/activities                         |
| 4-14-08     | Interpreting Test Results  |                                   | Video   |
| 4-21-08     | Assessment in marriage & family<br>counseling and career counseling            | Ch. 9 & 11                        |   |
| 4-28-08     | Assessing lethality<br>Review  |                                   |   |
| 5-5-08      | Final Exam   |                                   |   |

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\*Online Schedule will be posted to Bb.