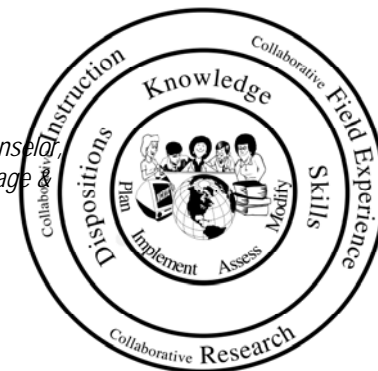


**CNE 663: ASSESSMENT IN GUIDANCE & COUNSELING**  
*Course Number is a required course for Professional School Counselor,  
 Licensed Professional Counselor, and Licensed Marriage &  
 Family Therapist Certification.*  
**College of Education and Applied Sciences**  
**Department of Educational Leadership & Counseling**



Enhancing The Future  
Through Educator Preparation

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**Text/Readings:**

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

Eckstein, D. (2002). *Psychological fingerprints: Lifestyle assessment* (5th ed.). Dubuque, IA: Kendall Hunt.

**Prerequisites:** CNE 534 (Effective Human Behavior)

**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.

**Standards Matrix:**

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; Lifestyle Assessment Summary	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; Class Exercises; Discussion Board Assignments	CA K7.c, d, e
6. Understanding basic concepts of standardized & nonstandardized testing & other	*Learning basic concepts of standardized & nonstandardized testing & other assessment	Exam; Field Experience Report; Research Presentation	CA K7.b

assessment techniques			
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 Presentation; Discussion Board 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; 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 &	Learning how to use counseling-related research techniques & practices & technology to facilitate continued personal growth	Research Presentation	SB I (13); VI (2) CA K8.a

technology to facilitate continued personal growth			
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 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; 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 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 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 Report; Discussion Board Activities	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 Presentation	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 Presentation; Field Experience; Field Experience Report; Participation Discussion Board; Participation in 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	Discussion Board Activities; 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	Discussion Board Activities; 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, student presentations, online discussions and activities, whole class discussions, self-selected inquiries, hands-on practice with several assessment techniques, and field experience in assessing a self-chosen client. Evaluation consists of professor assessments, including exams, research presentation, discussion board assignments, in-class exercises and written report of the conducted assessment.

**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.

- Understanding the steps of the decision-making model
- Understanding the purposes for administering tests
- Understanding the competencies required of test users

- Understanding standard measurement concepts
- Understanding the application and use of statistical concepts associated with testing
- Scoring and interpreting the results of various types of tests utilizing different systems
- Understanding the methods of locating and selecting tests
- Distinguishing between various definitions of scholastic ability and intelligence and recognizing various types of tests that measure these concepts
- Learning types of tests, their characteristics, and uses
- Exploring various problems and solutions associated with test taking
- Exploring various interviewing and observational techniques used in assessment
- Understanding appropriate procedures for testing/assessing special populations and regulations that apply
- Exploring ethical, legal, and philosophical issues related to assessment
- Consulting with individuals and groups on assessment issues
- Disseminating and interpreting 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
- Monitoring program effectiveness in the school by assessing learners' proficiencies within a planned evaluation cycle
- Differentiating assessment needs in a mental health program
- Understanding current trends and issues in assessment
- Understanding sources of test bias and advocating for culture-fair and gender-fair assessments

**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 provided they do not disturb other students in the process.

**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.*

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

**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.

**Comprehensive Exams:** List of Objectives for CNE 633 can be found on the Department website. IDEA Objectives for CNE 633 (can be found under COURSE INFORMATION in Blackboard)

**The Following COURSE SCHEDULE is subject to change at the discretion of the professor. SHSU e-mail accounts will contain information about updates if the schedule is changed for any reason.**

## Course Content: *Schedule & Due Dates*

<u>DATE</u>	<u>MTG</u>	<u>CLASS CONTENT / TOPICS</u>	<u>ASSIGNMENTS</u>
07-08		Chapter 1: Assessment In Counseling Chapter 2: Basic Assessment Principles	<i>Discussion Board #1 due by 07-10</i> **Role of Assessment in Counseling **Questions about Chapters 1-4 <i>Assignment #1 due by 07-12 (Bring to Class)</i> **Computing Measures of Central Tendency and Variance **Empirical & Theoretical Distributions due 02-18
07-10		Chapter 3: Reliability Chapter 4: Validity & Item Analysis	<i>Discussion Board #2 due by 07-14</i> **Reliability Coefficients; $r$ & $r^2$ ; SEM <i>Assignment #2 due by 07-15</i> **a) Test-Retest Reliability **b) Inter-rater/scorer Reliability **c) Concurrent Validity & Test-Retest Reliability
07-12	1*	Group Discussions Chapters 1-4 in Whiston Text	<b><u>EXAM I due by 07-18</u></b>
07-15		Chapter 6: Initial Assessment in Counseling Chapter 7: Intelligence and General Ability Testing Chapter 8: Assessing Achievement & Aptitude Chapter 9: Assessment in Career Counseling Chapter 10: Appraisal of Personality Chapter 11: Assessment in Marriage & Family Counseling	
07-19	2*	Review of Exam I Discussion Chapters 6 – 11 Discussion – Positive Psychology And the Eckstein Life-Style Interview (ELSI)	<i>Discussion Board #3 due by 07-22</i> **Positive Psychology and the ELSI <i>Assignment #3 due by 07-27</i> **Using the MMY to locate Test Reviews
07-22		ELSI Field Experience	<b><u>EXAM II due by 07-25</u></b>
07-24		Chapter 12: Assessment & Diagnosis Chapter 13: Using Assessment in Counseling Chapter 14: Ethical & Legal Issues in Assessment, Chapter 15: Issues Related to Special Populations Chapter 16: Technological Applications and Future Trends	
07-26		Chapters 12 – 16	<i>Discussion Board #4 due by 07-27</i> <i>Assignment #4 due by 08-01</i>
08-02	3*	Review Exam II	<b><u>Group Presentations – Test Critiques</u></b>
08-05			<b><u>ELSI Project due by 08-05</u></b>
08-07			<b><u>EXAM III due by 08-10</u></b>

## Course Requirements:

Lifestyle Assessment: *Each student* will conduct a lifestyle assessment on an individual, based on Dr. Eckstein's guidelines in *Psychological Fingerprints: Lifestyle Assessments and Interventions*. Instructions and protocols will be provided on the day of Dr. Eckstein's visit to the class (tentatively scheduled for 02-23-08).

**The Lifestyle Assessment is due by 08-05 and is worth 50 points.**

Research Paper Powerpoint / Wiki Presentation: Each group of students will be expected to research and write an analysis of one test, either in the form of a research paper or an online Wiki. The test may be chosen from any of the instruments referenced in your text, or by consulting the following websites:

ERIC Clearinghouse on Assessment and Evaluation (<http://www.ericae.net/>)

Buros Institute (<http://www.unl.edu/buros/>)

Tests that your group wishes to research should have the approval of the instructor.

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 counseling, vocational or special education counseling, community 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 91-95 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 or the wiki. Recent test critiques (e.g., in the *Mental Measurements Yearbook* and recent professional journals) should be utilized as references. A minimum of 4 references should be cited and referenced in the paper, including 2 journal articles. Further instructions on developing the presentations will be discussed in class prior to spring break (March 10-14).

**The research presentation is due on August 2<sup>nd</sup> IN CLASS. A total of 100 points may be earned on this Project.**

### Exams I-III:

Exam I will cover chapters 1 - 4 and will consist of approximately 50 multiple choice items (50 points).

Exam II will involve applying what you have learned in chapters 7, 8, 10, & 11 to a case scenario. You will be asked to discuss what the various test results indicate about the examinee, and describe how to communicate the results to the examinee and/or his parents and/or teacher(s). (100 points)

Exam III will cover chapters 12-16 and will consist of approximately 50 multiple choice items. (50 points)

**(See above for due dates - exams are worth a total of 250 points)**

Assignments 1-4: A total of four assignments, covering discussions and class exercises, will be required throughout the semester.

**These assignments are formative evaluations, intended to assess your understanding of the material throughout the course. The assignments are worth up to 10 points each.**

Discussion Boards 1-4: A total of four discussion boards, covering discussions and class exercises, will be required throughout the semester. **These assignments are formative evaluations, intended to assess your understanding of the material throughout the course. The assignments are worth up to 10 points each.**

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

A = 480 > 432 points  
B = 431 > 383 points  
C = 382 > 334 points  
F = 333 > below points

**Lifestyle Assessment: 50 points**  
**Instrument Research Presentation: 100 points**

**Exams: 250 points**  
Exam I: 100 points  
Exam II: 100 points  
Exam III: 50 points

**Assignments 1-4: 40 points**  
**Discussion Boards 1-4: 40 points**