



COLLEGE OF

EDUCATION

P.O. Box 222000

Seattle WA 98122-1090

Department of Counseling and School Psychology

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course and Credits: COUN 527, 3.0 credits

Title: Tests and Measurements

Room: Pigott 108

Tuesdays 4:15-6:55 p.m.

Term: Autumn 2008

INSTRUCTOR

Instructor: Chris Wood, PhD, NCC, NCSC

Office: Loyola 206

Office hours: By Appointment

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Email: woodc@seattleu.edu

COURSE MATERIALS

Required Text:

Whiston, S. (2009). Principles and Applications of Assessment in Counseling - 3rd ed. Belmont, CA: Brooks/Cole.

Recommended Text:

Gibilisco, S. (2004). Statistics demystified: A self-teaching guide. Columbus, OH: McGraw/Hill

Required Articles:

See Angel website for posted articles.

COURSE DESCRIPTION

Graduate Bulletin Description:

This course covers assessment/measurement concepts and tests/appraisal instruments. Course content teaches test interpretation and the use of individual, interpersonal, group, and organizational measures. Prerequisite: EDUC 500 and introductory statistics coursework.

Course Purpose:

This course provides an opportunity to learn about the theoretical underpinnings of assessment and apply testing/assessment skills.

COURSE OBJECTIVES

By the end of the quarter, students will:

1. *Demonstrate an understanding of basic concepts related to individual and group approaches to assessment and evaluation.*
2. *Use assessment as a tool to assist clients/students in meeting their academic, career, and personal/social goals.*
3. Understand strategies for selecting an appropriate test/measure/assessment to use with a client/student.
4. Use available resources and professional judgment to evaluate the soundness and quality of different tests/measures.
5. Interpret and explain test results from the major assessment areas in counseling.
6. Use tests/measures for evaluating client/student progress.
7. Use tests/measures for evaluating the efficacy of counseling interventions.
8. Understand the appropriate ethical, legal, and professional standards relevant to the use of tests/measures.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II.K.7. Assessment

- a. historical perspectives concerning the nature and meaning of assessment;
- b. 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;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.

Relevant Washington Administrative Code (WAC) : WAC 180-78A-165 (4)

Relevant Revised Code of Washington (RCW): RCW 18.19.200, 6456-S BRH HCW 08

COURSE INSTRUCTIONAL METHODS

This course will use didactic instruction, guest speakers, web based course management tools, small group work and structured exercises. When lecturing, the instructor will use metaphors and concrete, hands-on activities to teach concepts.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

1. Test Review
2. Test Presentation
3. Aggregate Test Data Analysis
4. Exam
5. Reading Quiz
6. Results Interpretation
7. Chapter Overview/Presentation
8. Chapter questions
9. Participation

Test Review. Students will complete a test review on an instrument they believe may be beneficial to the population they plan to counsel. The format for the test review is posted on Angel (this is in a Microsoft Word format and may be used as a template). In preparing for this review, students are expected to read the administration manual as well as test reviews from resources such as Buros' Mental Measurements Yearbook and the Association for Assessment in Counseling and Education (AACE). The instructor for this course has several test manuals and copies of tests in his office (Loyola 206) and the Counseling & School Psychology Dept. has an assessment storage area (off of the conference room in Loyola 200) that has many test protocols and administration manuals. Students wishing to review a test that is not readily available through these two resources may need to work with the instructor to obtain a manual for a test (realize that as some tests are only available to licensed psychologists it may not be possible to get every test/assessment). Students should consult with the instructor on recommendations for tests. Test reviews are due to the Angel dropbox no later than the assigned due date (Oct. 28).

Due October 28.

Test Presentation. Students will present their test review (see above assignment) to the class. To accompany this presentation, students need a 1-2 page synopsis of their test review. The format for the test review is posted on Angel (this is in a Microsoft Word format and may be used as a template). This brief presentation should be no longer than 10 minutes. **Due October 28.**

Aggregate Test Data Analysis. The instructor will individually e-mail students an aggregate database. Using the EzAnalyze program, students will conduct analyses on the database in order to answer several questions. When possible, the instructor will create the database based on the students' test review. **Due November 18th.**

Exam. There will be a final exam for the course. The exam will be cumulative in nature and cover material from the reading(s) course lectures and activities. The exam will be on the university's scheduled exam date, **December 9th.**

Reading Quiz. There will be a pop quiz on the week's reading at some point during the quarter.

Results Interpretation. This assignment is intended to help you practice interpreting and explaining the results of assessments and incorporating those results into the personal change process. Write a 2-3 page paper on how you would explain 16PF results to a client. Explain the results and then discuss how an individual might use such results towards personal growth/positive change. Include a recommendation for an additional assessment that may be of benefit. This assignment is not intended to be a 'term paper' so much as a 'script' for practicing how one can explain assessment results and strategize how to incorporate such results into the counseling relationship as part of the change process. Students may choose from three options for this assignment: 1) You may write an interpretation of your 16PF results and how you would recommend incorporating the results into a counseling 'change plan.' 2) You may exchange your results with a fellow classmate and interpret those results, or 3) You may choose a fictional character from literature, television, or movies, create fictitious 16PF results for this individual and make recommendations for how the individual can use these results to improve his/her life. **Due November 25th.**

Chapter Overview/Presentation. Groups of 2-3 will select and present an overview on one of the unassigned chapters from the text. Presentations should be no longer than 20 minutes and need to include a handout that covers the major points of the chapter. **Due December 2.**

Reading Assignment Questions. Students are expected to generate a minimum of one question on the assigned weekly reading *per week*. The questions should be specific in nature and refer to specific concepts in the assigned reading. These questions are to be uploaded to Angel in the appropriate dropbox. The instructor will answer the questions in class (when there is time) and/or in the Course Mailbox. **Due weekly: 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18, 11/25.**

Participation. Students will be awarded 5 points for every class attended in full AND on time (absence, late arrival, or early departure will result in a reduction of 5 points). Students will also be awarded 5 points for every assessment completed (missing part or all of an assessment will result in the loss of 5 points for each incomplete assessment). In the case of pre-approved medical/emergency related absences, students may have the option of making up missed points

by writing a 3 page paper on a topic related to tests and measures (topic to be determined by the instructor). Students will also receive 5 points for each assessment completed by the date due in class (11/11, 11/18, 11/25).

B. Grading:

GRADING CRITERIA

**** See grading schemes for assignments (posted on Angel).**

GRADING WEIGHT

<i>Assignment</i>	<i>Points</i>	<i>Percentage of total grade</i>
Final Exam	50	11.6%
Reading Quiz	24	5.6%
Test Review	55	12.8%
Test Presentation	40	9.3%
Aggregate Test Data Analysis	50	11.6%
Group Chapter Presentation	50	11.6%
Results Interpretation	40	9.3%
Reading Questions	56	13%
Participation	65	15%
Total	430	100%

GRADING SCALE

A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

C. Requirements:

Assignments:

Assignments are due in the respective Angel dropbox on the date indicated in the syllabus and on the Angel calendar. The dropbox will close at 4:15 on the assignment due date. *Late assignments must be e-mailed to the instructor and will be graded using the same grading scheme but will receive a 10% reduction per each day late.*

Attendance:

Attendance is an important component of this course. As professional conduct is expected, students should attend every class on time. In the event of an emergency which necessitates being late or missing class, students should notify the instructor prior to the class session.

Readings:

Students are expected to have the assigned reading (and subsequent notes on the reading) completed prior to class. As this is a graduate level course, reading for increased comprehension of the course material may involve outside reading, beyond the weekly assigned reading. Students consistently having difficulty with course topics may need to do some additional reading. See course instructor for additional recommendations.

Written Work:

Written assignments are to be graduate level work (clear, free from grammatical errors). Papers with more than three grammatical errors, typos, or syntax mistakes will be returned for a re-write.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 9/30	Overview of course Stats review 1	II.K.7.c	Whiston, Ch. 1 Syllabus	II.K.7.a,c
Class #2 10/7	Test Development (Guest Speaker: Zytowski) Stats review 2 Reliability	II.K.7.b,c,d	Whiston, Ch. 2 & 3 Zytowski & Luzzo article	II.K.7.b,c,d
Class #3 10/14	Stats review 3 Validity	II.K.7. c, e	Whiston, Ch. 4 Harris, 2006 article	II.K.7. e
Class #4 10/21	Strategies for selecting, administering, and interpreting assessments	II.K.7. g	Whiston, Ch. 5 Appendix D Measuring Up: pp. 213-224	II.K.7.g
Class #5 10/28	Test Presentation Ethics & Assessment	II.K.7. f, i	Whiston, 14, Appendix E Measuring Up: pp. 193-212 <i>Test Review Due</i>	II.K.7. g
Class #6 11/4	Test Data Analysis: EzAnalyze Standardized Achievement Tests WASL	II.K.7. b, f	Whiston, Ch. 8, Appendix B.; Measuring Up: pp 970- 985	II.K.7. b, f
Class #7 11/11	Assessment of Individual: 16PF	II.K.7. g, h	Whiston, Ch. 10 <i>16PF completed</i>	II.K.7. g, h
Class #8 11/18	Assessment of Interpersonal & Group: FIRO-B	II.K.7. g, h	Whiston, Ch. 13 <i>FIRO-B completed</i> <i>Aggregate Data Analysis</i> <i>Due</i>	II.K.7. c, g
Class #9 11/25	Consultation & Assessment Assessment of Social Climate: WES	II.K.7. b, g	Whiston, Ch. 9 <i>WES completed</i> <i>Results Interpretation Due</i>	II.K.7. a,g
Class #10 12/2	Chapter Presentations	II.K.7. g, h, i	Selected Readings (Ch: 6,7,11,15,16)	II.K.7.g,h,i
Class #11 12/9	FINAL EXAM	II.K.7. a-i		

**** Content of the course is subject to change based on the unique characteristics of the class and/or situations surrounding it. ****

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/ peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources. These services are offered at no additional cost.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grade

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>