**College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| **COURSE INFORMATION**  COUN 5270 Counseling  Tests & Measurement / 3 Credits  Room: Chardin 142  Day: Monday’s 5-7:40pm | **INSTRUCTOR**  Name:  Office:  Office Hours:  Phone:  Email: |

**REQUIRED TEXTS AND/OR READINGS**

**TEXT and MATERIALS**

Required Texts:

Hatch, T. & Hartline, J. (2022). *The use of data in school counseling: Hatching results (and so much more) for students, programs, and the profession*. *2nd Edition*. Thousands Oaks, CA: Corwin.

**CONTENT AREAS**

**COURSE DESCRIPTION**

Graduate Bulletin Description: Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. NOTE: There is a material fee for this course.

Course Purpose(s)/Goal(s): The purpose of this course is to introduce students to measurement concepts used in testing and appraisal instruments.

Course Rationale:

1. CACREP Standards
2. SOCIAL AND CULTURAL DIVERSITY
3. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
4. multicultural counseling competencies
5. help-seeking behaviors of diverse clients
6. ASSESSMENT AND TESTING
7. historical perspectives concerning the nature and meaning of assessment and testing in counseling
8. methods of effectively preparing for and conducting initial assessment meetings
9. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
10. procedures for identifying trauma and abuse and for reporting abuse
11. use of assessments for diagnostic and intervention planning purposes
12. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
13. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
14. reliability and validity in the use of assessments
15. use of assessments relevant to academic/educational, career, personal, and social development
16. use of environmental assessments and systematic behavioral observations
17. use of symptom checklists, and personality and psychological testing
18. use of assessment results to diagnose developmental, behavioral, and mental disorders
19. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
20. RESEARCH AND PROGRAM EVALUATION
21. needs assessments
22. analysis and use of data in counseling

SEC. 5: CMHC

1. FOUNDATION
2. psychological tests and assessments specific to clinical mental health counseling

SEC. 5: SCHOOL COUNSELING

1. FOUNDATION
2. assessments specific to P-12 education

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES**

* *Students will use their understanding of assessment in culturally appropriate ways to help clients understand their abilities, aptitudes, achievements, and interests*
* Students will become familiar with the history of assessment and testing in counseling
* Students will develop strategies to delivering and interpreting assessments
* Students will become familiar with procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
* Students will develop procedures for identifying trauma and abuse and for reporting abuse
* Students will understand how to use assessments for diagnostic and intervention planning
* Students will become familiar with basic concepts of standardized and non-standardized testing, norm referenced and criterion referenced assessments, and group and individual assessments
* Students will become familiar with statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
* Students will understand reliability and validity in the use of assessments
* Students will become familiar with using assessments relevant to academic/educational, career, personal, and social development
* Students will develop familiarity with using environmental assessments and systematic behavioral observations

1. use of symptom checklists, and personality and psychological testing
2. use of assessment results to diagnose developmental, behavioral, and mental disorders
3. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

**COURSE INSTRUCTIONAL METHODS**

This course is taught in a hybrid format that uses a variety of instructional methods including, but not limited to, group discussion, lecture, oral presentations by students, independent study, written exercises, role-playing, and other strategies as appropriate to the area being studied. Supplemental readings will also be assigned and otherresources that are important for full understanding of the course content. There are two on-line classes – these 2 courses are conducted online and do not require physical attendance nor does it require you to log on to Canvas at any particular time. Online modules will appear each week on Thursdays at 9:00pm PST. Students are expected to complete the activities within each weekly module by Thursday 6pm PST.

**ATTENDANCE POLICY**

Students are expected to attend every class, with the exception of on-line courses. If

students miss more than 2 in-person classes, the student will automatically be withdrawn from

the course and receive no credit. Please let me know if you have any pre-planned absences.

**ASSIGNMENTS AND ACTIVITIES:**

1. Attendance and Participation (25 points)

This course is organized around the idea of a ‘learning community’, which means that each student’s contributions to our collective learning are as important as their individual projects. These contributions to the whole usually show up as ‘participation’, but they also depend on background research outside of class, careful preparation for class discussions, and *willingness to foster dialogue breakout room discussions*. I evaluate this participation roughly in a range from just showing up (5–7 pts), to showing up and contributing something relevant and meaningful to the discussions (10 pts). You are expected to attend every synchronous online class; missing one class will result in the reduction of a full letter (unless the absence is excused ahead of time by the instructor or in the case of an emergency); two or more classes will result in an ‘F’ in the course. If a student will miss more than one class, they are strongly advised to withdraw.

1. Reading Reflections (27 points)

Part of becoming a counselor is developing personal insight into your own counter-transferences and potential “landmines” that might come up for you during sessions. During crisis counseling assessment and interventions, counselors often have to cope with difficult client issues, such as sexual assault, physical assault, suicidal and homicidal ideation, unexpected death of family members, etc. The purpose of the reading reflections is to assist the development of your insight into your future professional practice as a counselor and identify areas that are sensitive or potential barriers to working with clients. Your reflections on the readings also offer you an opportunity to discuss in class the content of the readings that you found most provocative, challenging, or useful (e.g., what stirred your imagination or challenged your assumptions; what surprised you?).

For these assignments:

* Write a well reasoned and explained question, comment, or argument (for each chapter and assigned article) that occurs to you during your reading that you would like to have discussed in class. The reflection should display thoroughly that you have read and are grappling with the material.
* Your reflections are also your opportunity to find the answers to questions raised by the readings. That is, if there is something you do not fully understand or are curious about, create a question to be discussed in class. Questions, however, should not be simplistic or easily answered by the readings.
* Your writing will be assessed according to the reading reflection rubric below.
* *\*These responses are to be turned in on Canvas prior to class time each week (Monday 5pm).*

1. MBTI Self-Assessment (40 points)

The Myers-Briggs Type Indicator (MBTI) will produce results which based on your answers will identify you with one of sixteen personality types. Your MBTI personality type represents your preferences in four separate categories, each category composed of two opposite poles. The four categories describe key areas that combine to form the basis of your personality type:

Where you *focus your attention* Extroversion (E) or Introversion (I)

The way you *take in information* Sensing (S) or Intuition (N)

The way you *make decisions* Thinking (T) or Feeling (F)

How you *deal with the outer world* Judging (J) or Perceiving (P)

Your MBTI type is indicted by the four letters representing your preferences, e.g., INFP. Your responses to the MBTI assessment indicate both your preferences and the clarity or relative strength of those preferences.

* Go to <http://www.16personalities.com/> and take the Personality Test. Write a short report summarizing your findings. It should be 4+ pages in length (typed, 12 pt font, double-spaced) and address the following questions:
  + Did the Career Personality Test (Myers-Briggs Type Indicator; MBTI) assessment add to your self-knowledge? How so?
  + How well do you think your four-letter personality type describes you? For the most part, do you agree or disagree with it? Explain.
  + Read through all the components of ‘Explore Your Type’ and reflect on the various descriptions of your personality type. What is your reaction to some of these components – please include a description of your career personality type and how it helps to explain your decision to become a professional counselor (or other kind of professional).
  + Provide a brief summary of your overall reaction to taking the MBTI. Include in your summary what surprised you, whether you found it disappointing or inaccurate, and whether, or under what circumstances, you would use the MBTI in your professional practice.
  + The following criteria will be used in grading your paper:
    - 1. Discussion of how the results of the MBTI affected your self-understanding. 5 pts. (3 pts. for an incomplete or shallow explanation).
      2. Discussion of the accuracy of the MBTI, including your rationale and specific examples in your life that support, or fail to support, the results. 5 pts. (3 pts. for a weak rationale and examples).
      3. Discussion of your reactions to some of the ‘Explore Your Type’ components (include your reactions to the Career personality type). 5 pts. (3 pts. for shallow explanation of your reactions).
      4. Discussion of your overall reaction, including what surprised you as well as whether you would use the MBTI in your professional practice and under what circumstances. 5 pts. (3 pts. for an incomplete or shallow reflection).

**4**. Interview and writeup of counselor regarding assessment roles (50 pts)

Please take about 30 (no more than 45) mins to interview a school-based helping professional. Select an interviewee who is involved with testing and assessment. An interview with a school psychologist is likely the best option, but anyone who does psychological assessments (e.g., school counselor, social worker, clinical psychologist, etc.) will work.

**Rationale for the assignment**

* School counselors need to be generally familiar with school-based assessments and, in specific, the Special Education assessment process and related “testing language”. By doing so, you should be better prepared for leading or participating in multi-disciplinary teams (MDT), meetings and consulting with school and external professionals about your students.

**Interview process and steps:**

1. Confidentiality Note and “informed consent for interview.” Before beginning the Q and A, please inform your interviewee that: “Your confidentiality will be maintained at all times. No identifying information will be asked for. Only my professor for PSY 557 and I will read your answers. For ease of sharing, I will be recording our conversation. Once the assignment has been assessed, the recorded conversation will be erased. Any of the questions or topics you feel uncomfortable speaking about, please let me know and we’ll skip them. Before we get started do you have any concerns? [answer them] Then ask: Are you okay with us proceeding with the conversation?”
2. Ask the following questions (you are free to ask any or all of the questions below, as well as create your own questions).
3. What is your current position title? E.g., mental health counselor, school counselor, school psychologist, other \_\_\_\_\_\_?
4. How long have you been a helping professional with assessment responsibilities?
5. Describe the training/education you received in your undergraduate and/or graduate programs on client/student assessment and testing?

* What roles do the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) play in your assessments? E.g., Do you use it for diagnostic and prognosis purposes? How about intervention planning? (generally, this question is more appropriate for mental health personnel)
* What roles do you play in assessing students for special education/programs?
* Do you administer formal or standardized tests (e.g., intelligence, personality, career, achievement, behavioral)? If so,
  + Which ones do you *mainly* administer to clients/students? (ask for names; e.g., Wechsler Adult Intelligence Scale, MMPI)
  + Were you specifically trained to administer all the measures you administer? Please explain.
* What informal or non-standardized measures do you administer to clients/students? (e.g., observational rating scales, semi-structured interviews, other non-standardized questionnaires, surveys)
* What are the advantages of conducting assessments on clients?
* What are the disadvantages to testing in your setting? Please explain.
* Talk about, if you don’t mind, the value of psychological reports to intervention/treatment planning.
* What are the major ethical and legal issues you face in assessing clients?
* How do you address diversity (e.g., cultural and ethnic), social justice and equity issues in the assessment/testing process?
* What recommendations might you have for me as I expand my assessment skillset?

1. **Write-up:**

* First, briefly summarize in your own words the responses to each of the questions you posed.
* Second, in a final page or two, (a) describe what topics discussed most interested you? Explain; (b) Most surprised you? Explain; (c) Describe what you learned about assessment and testing that you didn’t already know; (d) are there still gaps in your assessment and testing knowledge base do you need to fill?
* You can single space your answers.

**5.**Test Assessment and Administration (50 points total)

Part I:

Identifying and securing an appropriate instrument.

1. Objectives. Explain "what" you are attempting to assess.
2. Rationale. Explain your reasons for selecting this particular test instrument.
3. Background. Explain who developed this test. When? Where? Why?
4. Suitability. Discuss the validity and reliability data available for the test. List references.
5. Administration. Explain "how" the test is administered. Population? Format? Time? Cost?
6. Scoring. Explain how the test is scored.
7. Interpretation. Explain precisely what the obtained scores mean.
8. Limitations. What are the "problems" with using this test? Explain.

Part II:

Selecting a voluntary subject and administering the test.

(Important Note: The volunteer can be a significant other, friend, relative, or another member of the class. The test administration and follow-up should be presented as a learning (academic) experience intended primarily for the benefit of the test administrator. Under no circumstances should this course requirement be used for professional purposes.)

1. Selection. Explain how this subject was selected.
2. Administration. Explain how the test was administered. Where? When?
3. Scoring. Explain how the test was scored and list the results.
4. Interpretation. Explain what the test scores mean; i.e., discuss their implications.
5. Interpret Test (Video Record). Communicate the test results to your client using the following steps:
   1. Check-in with the Client: The first step of test interpretation involves discussing with the client how they felt about the assessment, i.e., their reactions.
   2. Provide Structure for the Interpretation: Begin by first explaining the purpose of the assessment. Don’t go right into the results of the client’s score. Explain the purpose of the assessment in non-academic jargon. Check for understanding with the client.
   3. Review the Results:Make sure the client can see the results as you go over them. Do not assume that the client understands the results. Check for understanding and remember to explain the results without the use of elaborate statistics. Be prepared to explain what the results mean *and* do not mean. Avoid over identifying with the assessment results. Discuss the client’s rejection of low test scores. The primary concern is what the test results mean to the client, not what they mean to the counselor.
   4. Integrate the Results: Integrate the assessment results with other client information. Emphasize the importance of adding the assessment data to other information that the client has.
   5. Plan for the Future: The final step is planning with the client how the assessment results will be applied. Emphasize the usefulness of the findings for the client’s decision-making rather than for the information it provides to the counselor.
6. Observations. What is your personal assessment of the usefulness of this test? Explain.

GRADING SCALE

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

*Course Expectations*: No late assignments are accepted. Assignments submitted late are automatically awarded zero points, including incomplete assignments.

*Attendance*: Missing two in-person classes will result in an automatic drop of a whole letter grade (e.g., A to B). Missing more than two in-person classes will result in an automatic failure in the course. There are no distinctions between excused or unexcused absences. Please communicate with the instructor if you feel that attendance might be an issue.

*Summative Assignment*: The “Test Assessment and Administration” assignment is a summative assignment. Summative assignments are used to determine student knowledge and skills around the CACREP core and specialty areas. **Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.**

**SCHEDULE OF COURSE ACTIVITIES**

**(New and additional articles may be added throughout the term)**



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| --- | --- | --- | --- | --- |
| **Date** | **Topics** | **Readings and Assignments** | **CACREP Standard** | **Evaluation**  **Method** |
| Class #1  3/28/22 | Course Expectations – Tests & Measurements in School Counseling, an Overview |  | 7a |  |
| Class #2  4/4/22 | Implementing School Counseling Programs with Intentionality  Model: Multi-tiered system of supports (MTSS) | Hatch Ch. 1 & 2  The Case Against Standardized Testing (Canvas article)  Standardized Tests Aren’t the Problem, It’s How We Use Them (<https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/30/standardized-tests-arent-the-problem-its-how-we-use-them/>) | 7f, 7g |  |
| Class #3  4/11/22 | Data to Drive Interventions/Program Evaluations  Reliability and Validity/Apperception tests | Hatch Ch. 3 & 4  Children’s Apperception Test (<http://www.healthofchildren.com/C/Children-s-Apperception-Test.html>) | 7f, 7h, |  |
| Class #4  4/25/22 | Creating Action Plans  Learning Styles | Hatch Ch. 5  7 Learning Styles for Kids/Read and Watch Video (<https://pilotparenting.com/7-learning-styles-for-kids-identify-strengths-for-better-learning/>)  Kolb Learning Style Inventory (article) | 7b |  |
| Class #5  5/2/22 | Determine curriculum and interventions  Creating Pre-Tests & Post-Tests  Surveys | Hatch Ch. 6 & 7  Functional Behavioral Assessment (article) | 2a, 2c, 2f, 7m |  |
| Class #6  5/9/22 | Creating Systems Change | Hatch Ch. 8  Ecological psychology: Potential contributions to social justice and advocacy in school settings (article) | 7b |  |
| Class #7  5/16/22 | Finding Time-Setting Priorities | Hatch Ch. 9  Tips for School Counselors: Time Management (<https://www.thehelpfulcounselor.com/time-management-tips-for-school-counselors/>) | 7b |  |
| Class #8  5/23/22 | Career Assessments | Self-Assessment for Career Planning (article)  Career Exploration Tools and Resources (choose two) (<https://myworkforceconnection.org/wp-content/uploads/2019/12/K12-Career-Exp-Tools-Resources_120619.pdf)>  Career Cruiser (<https://www.fldoe.org/core/fileparse.php/7534/urlt/cruiser.pdf>) | 7b | Interview of School-Based Professional |
| Class#9  6/6/22 | Reporting Results  School Counseling that Makes a Difference | Hatch Ch. 10, 11, & 13  How to Share Data Effectively (article) |  | Due: MBTI Self-Assessment |
| Finals Week |  |  |  | Due: Test Assessment & Administration Parts 1 & 2 |

**TEST INSTRUMENT RESEARCH RUBRIC**

The Test Instrument Research assignment is evaluated for accuracy of content, adequacy of coverage, and quality of critical examination.

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| --- | --- | --- | --- | --- | --- |
| **Item** | **Excellent**  **40 Points** | **Satisfactory**  **30 Points** | **Unsatisfactory**  **20 Points** | **Poor**  **10 Points** | **Inadequate**  **0 Points** |
| Accuracy of Content | Completely accurate information | Mostly accurate information | Somewhat accurate information with several errors | Mostly inaccurate information | Inaccurate information |
| Accuracy of Coverage | Complete coverage of content | Mostly covering content (1 or 2 omissions) | Fairly complete information but with some prominent omissions | Many prominent omissions | Egregious omissions |
| Quality of Critical Examination |  | | Critical examination is in-depth and uses 3 or more scholarly resources | Critical examination lacks depth and/or uses only 1-2 resources | Critical examination is insufficient |

**TEST INTERPRETATION RUBRIC**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Mastery**  **20 Points** | **Proficient**  **15 Points** | **Developing**  **10 Points** | **Beginning**  **5 Points** | **Inadequate**  **0 Points** | **Score** |
| **Counselor checks in with the client** | Counselor excels at checking in with the client regarding the client’s perspective on the assessment. | Counselor satisfactorily checks in with the client regarding the client’s perspective on the assessment. | Counselor unsatisfactorily checks in with the client regarding the client’s perspective on the assessment. | Counselor does not check in with the client regarding the client’s perspective on the assessment. | Unable to observe this skill. |  |
| **Counselor provides structure for the interpretation** | Counselor excels at structuring the session in an organized way. | Counselor structures the session in an organized way. | Counselor is inconsistent in structuring the session in an organized way. | Counselor does not structure the session. | Unable to observe this skill. |  |
| **Review the Results** | Counselor excels at reviewing the results with the client. | Counselor satisfactorily reviews the results with the client. | Counselor unsatisfactorily reviews the results with the client. | Counselor does not review the results with the client. | Unable to observe this skill. |  |
| **Integrate the Results** | Counselor excels with integrating assessment results with other aspects of the client’s life. | Counselor satisfactorily integrates assessment results with other aspects of the client’s life. | Counselor unsatisfactorily integrates assessment results with other aspects of the client’s life. | Counselor does not integrate assessment results with other aspects of the client’s life. | Unable to observe this skill. |  |
| **Plan for the Future** | Counselor excels at discussing next steps with the client. | Counselor satisfactorily discusses next steps with the client. | Counselor unsatisfactorily discusses next steps with the client. | Counselor does not discuss next steps with the client. | Unable to observe this skill. |  |

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

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

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](HTTPS://www.seattleu.edu/academicintegrity) which contains the URL:

<<https://www.seattleu.edu/academicintegrity>>

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*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 INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy (REQUIRED in all syllabi)**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

**<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690>**

**WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)**

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.