

5772 Testing & Assessment

CATALOG DESCRIPTION: An overview of basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. Course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills.

Prerequisite: 5770 – Research in Counseling.

Instructor:

John F. Kennedy, M.A.
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2008 (1/7 – 5/2)

Format: Lecture (On-campus)

Day(s) Class Meets: Thursdays

Time Class Meets: 6:00 P.M. – 8:45 P.M.

Office Location: Ijams Administration Building, Room 205

Office Hours: Mondays/Thursdays - 1 to 4 by appointment

Office Phone: (901) 432-7715

Email: jkenned1@harding.edu or jfk@jfkcpa.com

This course syllabus is an important document for knowing course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

I. COURSE DESCRIPTION

This course provides a foundational framework for understanding the historical perspective, nature, and meaning of assessment in counseling individuals, couples, and families. Students will explore basic concepts, ethical and legal issues, multicultural implications, statistical interpretation, and strategies for instrument selection, administration, and interpretation involved in testing and assessing individuals, couples, groups, and specific populations. Instructional methods include lectures, class discussion of readings, library research (printed and electronic), group projects, and experiential learning. The course includes a specific focus on assessment using the DSM-IV-TR.

II. COURSE OBJECTIVES

This course is designed to help students:

1. Demonstrate their ability to define and interpret basic data analysis concepts including measures of central tendency.
2. Follow exactly as specified the procedures for administering, scoring, and interpreting a test.

3. Learn how to design a test and/or assessment instrument.
4. Compare and contrast different types of test scores and discuss their strengths and weaknesses.
5. Use the standard error of measurement in interpreting individual scores.
6. Be familiar with some of the tests in their fields.
7. Use strategies to prepare clients for testing to maximize the accuracy of the test results.
8. Explain the test results to test takers accurately.
9. Understand the use of assessment as it relates to students' academic, career and personal/social development.
10. Help counselees use test results as exploratory tools and as aids in their decision-making processes.
11. Use appropriate strategies with clients who perceive the test results as negative.
12. Interpret test results to other concerned individuals such as parents and faculty.
13. Be familiar with the legal, professional, and ethical guidelines related to testing.
14. Be familiar with some of the current research findings related to appraisal of the individual and the interpretation of results to clients.
15. Understand the age, gender, ethnic, language, disability and cultural factors related to assessment and evaluation of individuals and groups.
16. Be familiar with environmental assessment, performance assessment, behavioral observations, and computer-managed and computer-assisted assessment methods.
17. Be familiar with the theoretical and historical bases for assessment techniques.
18. Develop a personal rationale for using tests and assessments instruments and techniques as professional counselors and marriage and family therapists.
19. Explore the interaction of professional testing and assessment with Christian values/principles.
20. Gain competency in case management skills by writing clinical assessment reports and progress notes.

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2001 Standards can be found at: <http://www.cacrep.org/2001Standards.html>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of individual and group approaches to assessment and evaluation by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.7)
 - a. identifying and discussing the historical perspectives concerning the nature and meaning of assessment;
 - b. discussing 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. identifying statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations;

- d. discussing the concept of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. discussing the concept of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. identifying and discussing the impact and interaction of 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. identifying and implementing strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
 - h. identifying and discussing general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status; and
 - i. identifying and discussing the ethical and legal considerations related to testing, assessment, and evaluation.
2. Demonstrate an understanding of interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions (Fulfills CACREP 2001 Standards for Marital, Couple, and Family Counseling/Therapy Programs C.2).

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

Self and peer ratings may be used to help determine the participation portion of your grade. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 9 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Weekly evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric	Points
<ul style="list-style-type: none"> • Absent 	0
<ul style="list-style-type: none"> • Present, but not involved in discussions. 	1
<ul style="list-style-type: none"> • Demonstrates adequate participation: knows basic reading facts, but does not show evidence of higher order skills (Bloom’s taxonomy) 	2
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally. <p style="text-align: center;"><i>15 class periods x 3 points per class = 45 points.</i></p> <p style="text-align: center;"><i>The additional 5 points will be given based on peer assessment during final exam.</i></p>	3

2. Midterm Exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the text readings and class lectures to date. As part of the midterm exam, students will turn in their completed *Making Sense of Statistics* workbooks (Pyrzack Publishing) at the start of class on the midterm exam date. *The midterm exam is worth 150 points and will be given February 28, 2008.*

3. Research paper

Students will write a research paper using no fewer than 20 current (published after 2001) scholarly resources on a topic chosen with the instructor. The paper must be prepared in accordance with APA format with a cover page, abstract, and references. The body of the paper must be **no longer than 13 pages**. This assignment offers students an opportunity to demonstrate competency in research skills and presentation of research references in APA format. *The assignment is worth 150 points, and is due via email as a Word attachment sent to jkenned1@harding.edu anytime prior to the start of class on March 27, 2008.*

4. Testing/Assessment Instrument Design-group project

Students will work together in groups of **three** to create a test/assessment instrument. The group will identify a comparable well-researched instrument and will provide a detailed analysis of the characteristics of the instrument including its reliability, validity, and information about the sampling group upon which it was normed. The project is to incorporate some aspect of multicultural assessment. The nature and format of the assignment will be provided in detail. The final report must follow the APA Publication Manual, 5th edition, and each group is to make copies for the class. You may use PowerPoint during your presentation; however, it is not a requirement. The group will present the instrument in class and facilitate discussion about the testing/assessment instrument project with fellow students. You are allowed thirty (30) minutes for your group’s presentation. The presentations dates will be determined in class. *The assignment, due by the start of class April 10, 2008, is worth 100 points.*

5. Final exam

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 150 points and will be given May 3, 2008.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	50 points
2. Midterm Exam (Feb 28th)	150 points
3. Research paper (due via email before Mar 27 th start of class)	150 points
4. Testing/Assessment Instrument Design group project (due Apr 10 th)	100 points
5. Final exam (May 3 rd)	150 points

Total for course	100% 600 points
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V. CONFIDENTIALITY AND ETHICS INFORMATION

Active participation in group activities and discussions is a course expectation. In conducting research, it is paramount that participants are informed and provide consent, and that proper safeguards are implemented to protect the confidentiality of their identity and information. It is expected that students and instructors observe the confidential nature of sensitive or personally identifiable information shared during the course.

In addition, I am enrolled in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University. I may be required to provide video recordings of my teaching for supervision purposes, and/or report on my teaching experience. The recordings will be held in strictest confidence, and any recordings will be used to evaluate my teaching activities, not the activities of students. Please review and sign the informed consent document for Regent University attached to this course syllabus on page 10. I will provide you with copy of the completed form prior to any video taping.

VI. TEXTS/MATERIALS

Required Texts/Readings:

Neukrug, E. S., & Fawcett, C. R. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Brooks/Cole.

ISBN: 0-534-55660-4

Pyrczak, F. (2006). *Making sense of statistics (4th ed.)*. Glendale, CA: Pyrczak Publishing.

ISBN: 1-884585-70-1

Whiston, S. C. (2005). *Principles and applications of assessment in counseling*. Belmont, CA: Brooks/Cole.

ISBN: 0-534-56975-7

*** ***ADDITIONAL ARTICLES ON RESERVE IN LIBRARY***

Suggested References:

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders (4th ed.)*. Washington, DC: Author.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

******Must use 5th edition.*** Paperback ISBN: 1-55798-791-2

Hardcover ISBN: 1-55798-790-4

Spiral ISBN: 1-55798-810-2

Anastasi, A., & Urbina, S. (1997). *Psychological Testing, 7th Edition*. Prentice-Hall, Inc.

Antony, M. M., Orsillo, S. M., & Roemer, L. (Eds.) (2001). *Practitioner's guide to empirically based measures of anxiety*. New York, NY: Kluwer Academic/Plenum.

Beutler, L. E., & Groth-Marnat, G. (2003). *Integrative assessment of adult personality (2nd ed.)*. New York, NY: Guilford Press.

Drummond, R.J. (2004). *Appraisal procedures for counselors and helping professionals (5th ed.)*. Upper Saddle River, NJ: Pearson.

Groth-Marnat, G. (2003). *Handbook of psychological assessment (4th ed.)* Hoboken, NJ: Wiley

Hill, P. C., & Hood, R. W. (Eds.) (1999). *Measures of religiosity*. Birmingham, AL: Religious Education Press.

Kaplan, R.M., & Saccuzzo, D.P. (2001). *Psychological testing: Principles, applications, and issues (5th ed.)*. Stamford, CT: Wadsworth.

McCrae, R. R., & Costa, P. T. (2003). *Personality in adulthood: A five-factor theory perspective* (2nd ed.). New York, NY: Guilford Press.

Nezu, A. M., Ronan, G. F., Meadows, E. A., & McClure, K. S. (Eds.) (2000). *Practitioner's guide to empirically based measures of depression*. New York, NY: Kluwer Academic/Plenum.

Ogles, B. M., Lambert, M. J., & Fields, S. A. (2002). *Essentials of Outcome Assessment (Essentials of Mental Health Practice)*. New York, NY: Wiley & Sons, Inc. (ISBN: 0-4714-1-9982).

Wiggins, J. S. (2003). *Paradigms of personality assessment*. New York, NY: Guilford Press.

VII. COURSE SCHEDULE *(subject to modification)*

Date	Topics/ Assignments Due	Readings
Jan 10 (1)	History of Testing & Assessment Introduction to the DSM-IV-TR	Neukrug: Chapter 1 Whiston: Chapter 1 & 2
Jan 17 (2)	Ethical & Multicultural Issues in Testing/Assessment	Neukrug: Chapter 2 Whiston: Chapter 14 & 15
Jan 24 (3)	Test Worthiness & Test Statistics	Neukrug: Chapter 3 Whiston: Chapters 3 & 4
Jan 31 (4)	Statistical Concepts in Testing & Assessment	Neukrug: Chapter 4 Whiston: Chapter 5
Feb 7 (5)	Statistical Concepts in Testing & Assessment	Neukrug: Chapter 5 Whiston: none
Feb 14 (6)	Achievement Testing	Neukrug: Chapter 6 Whiston: Chapter 8
Feb 21 (7)	Intelligence Testing	Neukrug: Chapter 7 Whiston: Chapter 7
Feb 28 (8)	Mid-term exam Turn in Statistics Workbooks at start of exam for grading	None
Mar 6	No classes – Spring Break	None
Mar 13	No classes – Study Week	None
Mar 20 (9)	Career Testing & Assessment	Neukrug: Chapter 8 Whiston: Chapter 9
Mar 27 (10)	Personality Testing Research papers due via email	Neukrug: Chapter 9 Whiston: Chapter 10
Apr 3 (11)	Assessment in Marriage & Family Therapy	Neukrug: none Whiston: Chapter 11 <i>Assigned articles on reserve in library</i>
Apr 10 (12)	Techniques & Informal Assessment T/A Instrument Projects due	Neukrug: Chapter 10 Whiston: Chapter 6 & 16
Apr 17 (13)	Assessment and the DSM-IV-TR	Neukrug: Chapter 11 Whiston: Chapter 12
Apr 24 (14)	Assessment Report Writing	Neukrug: Chapter 12 Whiston: Chapter 13
May 3 (15)	Final exam	

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Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading. Please turn in full-size page (do not cut).

Neukrug & Fawcett-Essentials of Testing and Assessment

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Whiston-Principles and applications of assessment in counseling.

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Pyrczak- Making sense of statistics

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Article(s): Authors/Titles

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____



School of Psychology and Counseling
AUDIOVISUAL RECORDING CONSENT FORM
Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5772 –Testing & Assessment agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy

Date