

COUNSELING 203: ASSESSMENT AND TESTING IN COUNSELING	
Semester: Fall 2018	Department of Counselor Education and Rehabilitation California State University, Fresno
Instructor:	
Units: 3-Units	Office Location:
Time:	E-mail:
Location:	Telephone:
OFFICE HOURS: MON 1:30-3:00/TUES/WED 1:30-3:30 PM	

PREREQUISITES:

ERE 153 (or accepted equivalent) is a prerequisite for this course.

COURSE DESCRIPTION, GOALS, AND OBJECTIVES:

Catalog Description: This course focuses on the selection, administration, and evaluation of psychological tests and psychometric data for use in counseling settings.

Instructor description: Assessment in counseling includes multiples methods and measures. Students will explore the purposes, means, and evaluation of individual and group approaches to assessment and evaluation in a multicultural society.

Course Goal: This course meets requirements for CTC and CACREP accreditation standards by addressing the following course objectives:

Common Core Standard	CACREP	Learning Activities	Evaluation
Evaluate historical perspectives concerning the nature and meaning of assessment	CACREP 2.G.7.a	Reading, Neukrug Chapters 1&2; Lectures; In Class Discussions;	Quizzes;
Understand the basic concepts of standardized and non-standardized testing and other assessment techniques	CACREP 2.G.7.b	Readings, Neukrug Chapter 6-9; Assessment Lab--practice	Quiz; Assessment lab
Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	CACREP 2.G.7.c	Neukrug readings chapter 3&4	Assessment lab; Quiz
Understand reliability and validity	CACREP 2.G.7.d,e	Neukrug readings Chapter 3&4 Class discussions	Quizzes; exams; Assessment lab
Evaluate social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	CACREP 2.G.7.f	Neukrug readings chapter 3	Assessment lab; quizzes; exams
Utilize ethical strategies for selecting, administering, and interpreting assessment and evaluation instrument and techniques in counseling	CACREP 2.G.7.g	Neukrug reading chapters 5, 6, & 7...class discussions	Quizzes; exams
Understand the importance of research in advancing the counseling profession	CACREP 2.G.8.a	Neukrug reading chapters 5, 6, & 7...class discussions	Quizzes; exams; Assessment lab

Understands statistical methods used in conducting research and program evaluation	CACREP 2.G.8.c	Neukrug reading chapters 8, 9, 10, 11, & 12...class discussions	Quizzes; exams; Assessment lab
Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	CACREP G.1 Clinical Mental Health Counseling	Neukrug reading chapters 8, 9, 10, 11, & 12...class discussions	Quizzes; exams; Assessment lab
Demonstrates ability to conduct work-related assessments (e.g., job analysis, work site modification, transferrable skills analysis, job readiness, work hardening).	Clinical Rehab Standards J. 4	Neukrug reading chapters 10, 11, & 12...class discussions	Assessment lab; Quiz
Knows models of Program Evaluation for rehabilitation programs	CACREP K.2 Clinical Rehab Standards	Neukrug reading chapters 3 & 4	Quiz

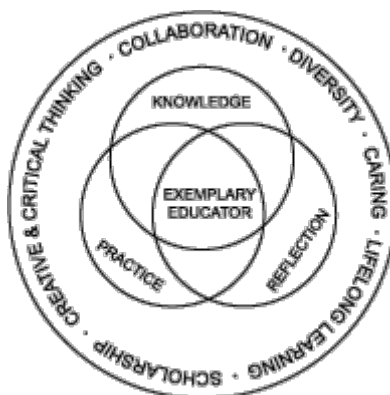
TEXTS REQUIRED

Neukrug, E. S., Fawcett, R. C., (2014). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists*. (3rd Ed.). Boston: Pearson

American Psychological Association. (2010). *APA publication manual* (6th ed). Washington D.C.: American Psychological Association.

Other readings will be assigned throughout the course of the semester. Additional readings are not suggested readings. You are expected to know this material as you prepare for class.

Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.



**P-Practice, K-Knowledge, & R-Reflection are the major components of my teaching and educational Conceptual Framework. As a Counselor Educator, I attempt to engage, motivate, and facilitate a Community of Learners building on knowledge, practice, and reflection to produce Exemplary Multicultural Competent Counselors and Social Justice advocates. The community encompasses scholars, counseling professionals, and pre-service counselors in an interaction that develops the strengths that embody excellence in counseling. These strengths include creative and critical thinking, scholarship, empathy, wellness, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community, which supports lifelong learning.*

Methods of Instruction

Philosophy of Teaching

My current teaching philosophy is that the best way to maximize learning is to create a collaborative learning environment in which we all co-construct a meaningful conversation about (a) what we read and study for this class, (b) our personal experiences related to those topics, and (c) our shared experience of participating in this class. I follow a *participant/manager model* of teaching and counseling in which we are *co-learners* in the class at the same time that we are

managing of the class conversation. If everything goes as we hope, our goal as participants in this course is to learn as much as – or more than – any other class members.

COURSE ASSIGNMENTS

Coun 203, candidates are given laboratory experiences with the following test instruments: Behavior Assessment System for Children(BASC-2); Beck Depression Inventory and Beck Anxiety Inventory; Minnesota Multiphasic Personality Inventory-2 (MMPI-2); Meyer-Briggs Personality Test; Strong Interest Inventory profile- College Edition; House Tree Person; Millon Clinical Multiaxial Inventory-II; Intelligent test... Black Intelligent Test for Cultural Homogeneity; Wechsler Intelligence Scale for Children and Adults (CTC 4 Introduce)

Candidates' understanding of the whole situation involving a person is demonstrated through their write up of a psychological report which includes interpretation. CTC 8 Practice and Assessment

Candidates are required to meet with a peer in class to gather background information, behavior of the peer during testing, test results, summary, and conclusion, and then compile a psychological report on the peer CTC 4 Practice and Assessment

Topics:

Types of educational and psychological appraisal (CTC 4, 30 Introduce)

Types of assessment used in these major areas: school, rehabilitation counseling and career development, MFCC (marriage and family counseling) settings, and clinical settings

Theoretical bases for assessment, including learning styles and developmental stages of children (CTC 30 Introduce)

Validity: Content, construct, and concurrent and predictive criterion types (CTC 30 Introduce)

Reliability: Four major methods (CTC 30 Introduce)

Major appraisal methods including: environmental, individual tests and inventory methods, behavioral observations, and computer assisted methods (CTC 15, 30 Introduce)

Measures of central tendency and standard scores (CTC 30 Introduce)

Ethical and legal considerations for use of assessment data (CTC 30 Introduce)

Cultural diversity and critical pedagogy

Communicating test results to individual clients, parents, teachers, administrators, and other interested parties (CTC 30 Introduce)

Theoretical Bases for Assessment, including Learning Styles and Developmental Stages of Children CTC 4.1 Introduce

Assessment Lab (300 points) (CTC 2 Practice)

Counselors-in-training will complete lab exercises during class time to practice and demonstrate their abilities to ethically and effectively utilize the assessment methods and measures reviewed during that class time. Students will receive written feedback from their peers regarding their use of the course information. The evaluation checklist for this experience is provided at the end of this syllabus.

FINAL EXAM (500 POINTS) (CTC 2 Assessed)

This course includes completion of an assessment, scoring, and completing a psychological report for the final exam. Students will receive an assessment they will administer and score. After completing the scoring, the student will complete a psychological report/case study related to assessment in their areas of specialization.

QUIZZES/ATTENDANCE (200 POINTS)

Counselors-in-training will submit weekly quizzes about their readings. These responses are from the students' perspective on what they read. The response should not be longer than two pages in length and should focus on the students, thoughts, feelings, and questions from the assigned reading.

MIDTERM EXAM (270 POINTS) (CTC 2 Assessed)

This course includes completion of an assessment, scoring, and completing a psychological report for the final exam. Students will receive an assessment they will administer and score. After completing the scoring, the student will complete a psychological report/case study related to assessment in their areas of specialization..

ASSIGNMENTS

Overall graded will be determined as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = <59

Bloom's Taxonomy is used to evaluate all course assignments and will be reviewed during the first class meeting.

ATTENDANCE, PARTICIPATION, AND READINGS

Timely attendance at all class sessions is expected. Excused absences under the university's policies for excused absences will be honored. Please call or notify the instructor in advance of an excused absence. Unexcused absences will adversely affect your grade. Each unexcused absence will cost 3 points from your grade. After three unexcused absences, you will not be able to complete the course. Additionally, you are expected to come to each class session with questions and comments from the materials. Vocal participation from everyone is expected. Such participation should reflect that you have read the material and are prepared to participate. Tardy arrival to class will result in an unexcused absence.

STUDENT STUDY EXPECTATIONS

In graduate level work, students are expected to average 3 hours of out of class work per unit enrolled per week. For this 3 unit course, students should expect to spend at least an additional 9 hours of out of class per week preparing for class meetings.

INFORMATION LITERACY

Students will utilize the library resources throughout this semester. For more information regarding services available at the library, please see the library tutorials tab on blackboard.

COURSE POLICIES

CHANGES

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

TAPE-RECORDING

No tape-recording of lecture without prior permission.

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (ADOPTED BY THE COUNSELOR EDUCATION PROGRAM, 12-11-2007)

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom.

Cell Phones:

Students must put cell phone “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even “silent” cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the “off” mode. “Texting” during class is offensive and will not be tolerated. If you are “on call” for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.

Computers:

While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (Instagram, Facebook, etc.), shopping, bidding, surfing, e-mailing, etc. are strictly prohibited.

iPods, MP3 players, etc:

The use of such devices, with the accompanying use of earphones, ear buds, etc. is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised of their presence.

Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.

STUDENTS WITH DISABILITIES

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (278-2811). If a student requires accommodations for this course, please notify the instructor immediately.

HONOR CODE

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate collaboration)
- Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading
- Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

CHEATING AND PLAGIARISM

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F in the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

COMPUTERS

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.

DISRUPTIVE CLASSROOM BEHAVIOR

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

COPYRIGHT POLICY

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The used of this work is responsible for adhering to copyright and fair use policies, the University encourages you to visit its copyright web page:

www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

For copyright Questions and Answers:

www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

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COURSE COMMUNICATION

You are responsible for all information disseminated for this course. This includes, but is not limited to, class discussions, e-mails, and blackboard announcements

TENTATIVE SCHEDULE

Class	Assignments Due	Readings
Week 1 History of Testing and Assessment; Assessment Issues in Diverse Populations	Weekly Response: Complete the chapter review	Chapter 1
Week 2 Ethical, Legal, and Professional Issues in Assessment/ Assessment Issues in Diverse Populations	Weekly Response: Complete the chapter review	Chapter 2
Week 3 Diagnosis in Assessment Process	Weekly Response: Complete the chapter review	Chapter 3
Week 4 Assessment Report; Assessment Issues in Diverse Populations	Weekly Response: Complete the chapter review	Chapter 4
Week 5 Test worthiness: validity, reliability, practicality, and cross-cultural fairness	Weekly Response: Complete the chapter review	Chapter 5
Week 6 Statistical Concepts: Making Meaning Out of Raw Scores	Weekly Response: Complete the chapter review	Chapter 6
Week 7 Statistical Concepts: Creating New	Weekly Response: Complete the chapter review	Chapter 7

Scores to Interpret Test Data		
Week 8 Assessment of Educational Ability	Weekly Response: Complete the chapter review	Chapter 8
Week 9 Clinical Assessment: Objective and Projective Personality tests	Weekly Response: Complete the chapter review	Chapter 9
Week 10 Career and Employment Assessment; Program Evaluation	Weekly Response: Complete the chapter review	Chapter 10
Week 11 Clinical Assessment: Objective and Projective Personality tests Career and Employment Assessment	Weekly Response: Complete the chapter review.	Chapter 11
Week 12 Personality Assessment	Weekly Response: Complete the chapter review	Chapter 12
Week 13 Assessment Issues in Diverse Populations when diagnosis		
Week 14		

Assessment Issues in Multicultural Issues in testing		
Week 15 Study week		
 FINAL EXAM		

The professor reserves the right to amend or change the syllabus if needed during the course of the semester.

CANDIDATE PROFESSIONAL DISPOSITIONS

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

Disposition Objectives	Dispositional Objectives Evaluation Measures	Course
Reflection	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.	Understand the basic concepts of standardized and nonstandardized testing and other assessment techniques (CACREP II.G.7.b) Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a)
Critical Thinking	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal, and contextual issues in educational settings.	Evaluate historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a)
Professional Ethics	Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching	Be exposed to child and adolescent assessment from psychosocial, medical, education, and

	ethical decision-making that relies on reflection and results in professional action.	familial aspects (MCFC G1, 2, & 3) Understand legal and ethical issues unique to counseling children and adolescents (CTC 5, 6, 18)	Child Abuse Midterm
Valuing Diversity	Candidates are able to work effectively with diverse populations and recognize the importance of valuing cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.	Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and families, family violence, and related family concerns (MCFC A6)	Practice Sessions
Collaboration	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.		Practice Sessions
Life-Long Learning	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquiring them with	Present on various techniques for working with children and adolescents (MFCF I1)	Child Activity Presentation Adolescent Activity Presentation

	opportunities for continuing professional growth.		
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BLOOM'S TAXONOMY

