I. CATALOG DESCRIPTION OF THE COURSE

CNEP 5371. Psychometrics. Three semester hours. Covers functions of testing in education; educational and social issues related to testing and the use of test results; theoretical aspects of psychometrics; selection of commercial standardized tests; and common commercial standardized tests.

II. Rationale

This course will provide the student with a basic framework for understanding the function of testing and measurement. A theoretical and practical knowledge of testing which will enable the student to recognize appropriate and inappropriate uses of standardized tests. The course is applicable for all students who will make professional use of standardized test results.

III. CACREP STANDARDS

2. F. 7 a, b, e, f, g, h, i, k, m:
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   b. methods of effectively preparing for and conducting initial assessment meetings
   e. use of assessments for diagnostic and intervention planning purposes
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
   h. reliability and validity in the use of assessments
   i. use of assessments relevant to academic/educational, career, personal, and social development
   k. use of symptom checklists, and personality and psychological testing
   m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

   Addictions (5.A.1.f)
   f. psychological tests and assessments specific to addiction counseling

   Clinical Mental Health (5.C.1.e and 5.C.3.a)
   e. psychological tests and assessments specific to clinical mental health counseling
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

   Marriage, Couple, and Family Counseling (5.F.1.f)
   f. assessments relevant to marriage, couple, and family counseling

   School Counseling (5.G.1.e & 5.G.3.b)
   e. assessments specific to P-12 education
   b. design and evaluation of school counseling programs

IV. TExES Competencies

Domain II
Competency 004
Program management. The professional counselor uses effective leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.

Competency 007
Individual planning. The professional school counselor assists individual learners with their academic, personal, social, and career planning.

Competency 008
Assessment. The professional school counselor uses formal and informal assessment to provide information about and to learners, to monitor student progress, and to recommend modification to the educational environment to help all learners achieve success in school.

Domain III

Competency 010
School-home relationships. The professional school counselor develops collaborative school-home relationships that promote and facilitate learners’ academic, personal, social, and career growth.

Competency 012
Ethical, legal and professional standards. The professional school counselor complies with the legal, ethical, and professional standards for Texas public school educators; engages in self-reflection and professional growth activities; and works with colleagues to advance the counseling profession.

V. Course Objectives/Student Learning Outcomes

1. The student will demonstrate knowledge of historical perspectives concerning the nature and meaning of assessment and testing in counseling (2F7a)
2. The student will demonstrate knowledge of methods of effectively preparing for and conducting initial assessment meetings (2F7b)
3. The student will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purposes (2F7c)
4. The student will demonstrate knowledge of the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2F7f).  
5. The student will demonstrate knowledge of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2F7g).
6. The student will demonstrate knowledge of reliability and validity in the use of assessments (2F7h).
7. The student will demonstrate knowledge of the use of assessments relevant to academic/educational, career, personal, and social development (2F7i)
8. The student will demonstrate knowledge of the use of symptom checklists, and personality and psychological testing (2F7k).
9. The student will demonstrate knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2F7m).
10. The student will demonstrate knowledge of psychological tests and assessments specific to addictions counseling (5A1f)
11. The student will demonstrate knowledge of psychological tests and assessments specific to clinical mental health counseling (5C1e).
12. The student will demonstrate knowledge of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5C3a).
13. The student will demonstrate knowledge of assessments relevant to marriage, couple, and family counseling (5.F.1.f)
14. The student will demonstrate knowledge of assessments specific to P-12 education (5G1e).
15. The student will demonstrate knowledge of the design and evaluation of school counseling programs
VI. Course Topics
History of assessment, role of Assessment in counseling
Measurement scales
Norm referenced, criterion referenced measures
Measures of central tendency and variability, normal distribution; standard scores; correlation
Reliability and validity
Selecting, administering, and scoring assessment results
Initial assessment in counseling
Diagnosis and Treatment Planning
Intelligence & Ability; Achievement & Aptitude
Career & Personality
Program Evaluation
Using Assessment in Counseling; Ethics

VII. Instructional Methods and Activities
Lecture, Discussion, Demonstration and Application of learned material

VIII. Evaluation and Grade Assignment
GRADING:
Attendance/Participation See attendance policy
Response Papers 30 points (15 points each)
Assessment Reports 60 points (20 points each)
Quiz 75 points
Program Evaluation Presentation 30 points

175.5 – 195 POINTS - "A"
156 – 175.4 POINTS - "B"
136.5 – 155 POINTS - "C"
117 – 136.4 POINTS - "D"
116 & BELOW - "F"
QUIZ:
Quizzes (5 points each) administered via Blackboard. You may take the quizzes multiple times. Each quiz must be completed by allotted time frame by the due date.

WRITING ASSIGNMENTS:

To get full credit on written assignments, use American Psychological Association Publication Manual (6th Ed.) guidelines. All written assignments should use 12 point font, Times New Roman, 1” margins on top and bottom; 1” to 1.25” (default on MS Word) for left and right margins.

Written assignments are graded according to the rubrics provided in the syllabus. APA style counts for a significant portion of the grade (i.e., 20% or more).

All assignments due for a given day will be collected at the beginning of class. Any assignment not turned in at the time of collection will be considered late. All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

I understand that unforeseen circumstances occur. Stay on top of your work. Life events happen, computers break down, etc. If your plan is to print a document on its due date, you are taking increased risks. Please take care of yourselves in this regard.

IX. Course Schedule (tentative) and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment/Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/17</td>
<td>Chapter 1&lt;br&gt;Wall article&lt;br&gt;Juhnke article</td>
<td>Principles and Foundations of Counseling Assessment</td>
</tr>
<tr>
<td>09/07/17</td>
<td>Chapter 2</td>
<td>Basic Assessment and Statistical Concepts&lt;br&gt;<strong>Response Paper #1 Due</strong></td>
</tr>
<tr>
<td>09/14/17</td>
<td>Chapter 3</td>
<td>Reliability</td>
</tr>
<tr>
<td>09/21/17</td>
<td>Chapter 4</td>
<td>Validity</td>
</tr>
<tr>
<td>09/28/17</td>
<td>Chapter 5</td>
<td>Selecting, Administering, Scoring, and Reporting Assessment Results</td>
</tr>
<tr>
<td>10/05/17</td>
<td>Chapters 6</td>
<td>Integrating Assessment into Counseling Practice</td>
</tr>
<tr>
<td>10/12/17</td>
<td>Chapter 7 (and articles noted in syllabus)</td>
<td>Intelligence and General Ability Assessment&lt;br&gt;<strong>Response Paper #2 Due</strong></td>
</tr>
<tr>
<td>10/19/17</td>
<td>Chapter 8</td>
<td>Achievement and Aptitude Testing</td>
</tr>
<tr>
<td>10/26/17</td>
<td>Chapter 9</td>
<td>Standardized Methods of Personality Assessment&lt;br&gt;<strong>Assessment #1 Due</strong></td>
</tr>
<tr>
<td>11/02/17</td>
<td>Chapters 10</td>
<td>Projective Methods of Personality Assessment</td>
</tr>
<tr>
<td>11/09/17</td>
<td>Chapter 14&lt;br&gt;Astromovich &amp; Coker Article</td>
<td>Outcome Assessment and Program Evaluation&lt;br&gt;<strong>Presentations</strong> (computer lab)</td>
</tr>
<tr>
<td>11/16/17</td>
<td>Chapter 12</td>
<td><strong>Career and Vocational Assessment #3 Due</strong></td>
</tr>
<tr>
<td>11/30/17</td>
<td>Chapter 11 &amp; 13</td>
<td>Behavioral Assessment and Clinical Assessment</td>
</tr>
</tbody>
</table>
Attendance
In the past, successful students have found it useful to be on time and prepared for each class. This is accomplished by:

- Attending each class
- Having all assigned readings completed
- Participation in class discussions.

Students are responsible for all information disseminated in class (even if the student is absent). You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only family emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.

My attendance policy:
- Upon your third absence, you will have a 10% deduction in your grade.
- Four absences will result in an administrative drop or failing grade.

Late Work
All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

Civility
The demonstration of courtesy may be more of a reflection of an individual than feelings toward others. Civility, therefore, is a reflection of one’s professionalism and ethics. When breaches in civility occur (e.g., cell phones, texting, email, talking, etc.), both the learning environment and professional environment may be compromised. I strongly encourage personal and professional boundaries with regards to civility in a graduate class. For many of you, this is the last opportunity to be a student. Enjoy the learning process. While respect may vary toward peers, and even the instructor, respect for the academic environment and the credential pursued should be acknowledged.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:
I. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of "F" to work in question;
6. Assigning grade of "F" for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.
If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. __________________ is the last day to drop a class with an automatic grade of “W” this term.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. Textbook(s)


Recommended


In addition, a number of supplementary articles may be discussed during the course. These will be used to supplement the texts and to exemplify how certain examined statistical methods are used in psychological research. Each of these supplementary readings will be made available by the instructor.

XI. Bibliography


Juhnke, G. A (1995). Mental health counseling assessment: Broadening One’s Understanding of the Client and


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Appendix

Response Papers
Response papers are graded across three equal components: content, structure, style (5 points each). Content refers to the inclusion of the assigned material. Structure refers to the organization and clarity of the paper. Style refers to adherence to APA style and mechanics. Response papers should be two to three pages (500-750 words) 12 point font, Times New Roman, double spaced, 1” margins, and include a separate title page and reference page (title page and reference page are not part of the page count).

Response Paper 1
In addition to your text, read the following articles:


Write a 2-3 page paper responding to the importance of assessment in the counseling profession. Be sure to cite resources to support your assertions. Then consider how you might use assessment procedures in your profession. For the latter section, you may write in the first person.

**Response Paper 2**

In addition to your text, read the following articles:

Association for Multicultural Counseling and Development (most recent). AMCD Multicultural Counseling Competencies.
http://www.counseling.org/Resources/Competencies/Multicultural_Competencies.pdf

Write a 2-3 page paper responding to ethic and responsibilities of counselors with respect to assessment. Be sure to cite resources to support your assertions. Incorporate issues of diversity into your discussion. Pay particular attention to Section E pp. 11-13 in the *ACA Code of Ethics*. Then, write a self-assessment related to your strengths and limitations to the above material. For the latter section, you may write in the first person.
### Response Paper #1 Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates the philosophical underpinnings of assessment (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student identifies the role of assessment as an integral component of counseling and provides examples (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### Response Paper #2 Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student addresses various issues of diversity (e.g., gender, sexual orientation, age, ethnicity, language, disability, culture, spirituality, etc.) as they pertain to assessment in counseling (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student addresses the ethical and legal requirements related to issues of performing assessment in counseling (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (5 points)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
**Assessment Reports**

The Assessment Reports for this class will consist of an assessment report, which includes the following:

a. Background information/psychosocial assessment
b. Mental status exam from clinical interview
c. Explanation of the instrument administered, including purpose, reliability, validity of administration, scoring, and interpretation. Assessment reports 1 and 3 should include a table identifying the following: raw score, standard score, percentile, SEM (confidence interval), and interpretation pertaining to the client
d. Evaluation and recommendations

*Students should prepare their reports from the perspective of their program emphasis (CMH, MCFC, School, or Addictions).*

Assessment Report 1 will utilize the BDI-II or BFI
Assessment Report 2 will utilize CIP or KBIT
Assessment Report 3 will utilize the OQ-45

**Assessment Report Rubric (20 possible points each)**

<table>
<thead>
<tr>
<th>Demonstrated working knowledge of basic concepts of standardized and non-standardized 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 (4 points)</th>
<th>Excellent 4</th>
<th>Good 3</th>
<th>Fair 2</th>
<th>Poor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (4 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of reliability and validity (4 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated understanding of the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors on assessment profiles (4 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (4 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Program Evaluation Presentation**

You will participate in a group (approximately 3-5 individuals) in which you will be assigned to explain a plan for a program evaluation for one of the following sites: school, agency, organization, or government entity. Using the Astramovich & Coker (2007) article as a basis, construct a needs assessment and identify a plan to evaluate a program associated with one of the aforementioned sites. This program should match your program emphasis (CMH, MCFC, School, or Addictions). Your presentation should include the following:

1. needs assessment
2. program evaluation plan
3. an explanation for formative and summative measures
4. an explanation of how your program evaluation will address issues of diversity with the population and/or work program environment


**Program Evaluation Rubric (30 points possible)**

<table>
<thead>
<tr>
<th>Structure (5 points): Presentation is well organized, follows a logical flow, and has evidence of original and critical thinking</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content (20 points): Demonstrated knowledge of the role and models of program evaluation in assessing accountability of counseling services and programs. Presentation addressed all four required aspects and matched the students’ program emphasis.</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 19 18 17 16</td>
<td>15 14 13 12 11</td>
<td>10 9 8 7 6</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style (5 points): Presentation is free from grammatical errors, includes appropriate references and citations</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>