



CNE 6363: ASSESSMENT IN GUIDANCE & COUNSELING (online)
Spring 2017
College of Education
Department of Educational Leadership and Counseling

Instructor: Steven L. Lackey, Ph.D.
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Office hours: By appointment. I am available to speak with you via phone or email. All attempts will be made to respond to emails within 24 hours.

Day and time the class meets: On-line via SHSU Blackboard
Location of class: SHSU Blackboard

Course Description: Study will include the principles of assessment and evaluation in counseling, assessment instruments used in the counseling services, elementary statistical concepts, methods of evaluating assessment instruments, the process of synthesizing and interpreting assessment data, and the ethics of assessment.
Prerequisite: COUN 5364 or taken concurrently.

CACREP Objectives: Our Clinical Mental Health and School Counseling Programs are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and the following objectives must be met:

ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. 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, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

IDEA Objectives: SHSU requires that the course and professor be evaluated by the IDEA Evaluation System. Toward that end, the following objectives will also be assessed.

Essential:	•Gaining factual knowledge (terminology, classifications, methods, trends)
Important:	•Learning to apply course material (to improve thinking, problem solving, and decisions).

Required Texts:

Neukrug, E. S., & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide to counselors, social workers, and psychologists* (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 97812854245. You may purchase from www.cengage.com

Recommended Text:

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Purpose of the Course:

The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This will be accomplished through a study of legal, ethical, and philosophical principles of testing and assessment, a study of the characteristics of reliable and valid instruments, a study of methods of selection and use of appropriate instruments themselves, and the preparation of written reports of assessment results.

Course Expectations:

- ❖ Ethics of Test-Using:
 - All testing and handling of test materials, clients and information obtained from the clients will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Counseling Association. Any violation of the above will result in the failing of this course plus possible dismissal from the program.
- ❖ Late Assignment Policy
 - All assignments are due by the date listed on Blackboard assignments. All assignments contained within the module, including discussions, are due on the date listed on the course calendar and schedule that has been provided in Blackboard. A letter-grade reduction per each 24-hour period will be

earned for late assignments. Original discussion board posts have to be submitted early on in the week in order for your classmates to respond.

❖ Professionalism:

- Professionalism is required (no texting in class, talking when others are talking, working on assignments which are not relevant to course, use of computer for assignments not relevant to course, tardiness, excessive absences, not having the materials and textbooks required for course, not being prepared for classroom and Blackboard discussions). Lack of professionalism in any area will result in a letter grade deduction on the final grade.

❖ Time Requirement

- The Counseling Faculty has established a policy for all Counseling courses. “(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.”
- Students in an online course should expect to spend the same amount of time you would in a face-to-face class. That would be three hours of class time, plus preparation time. You should plan on spending 5-6 hours per week and signing in to the online system a minimum of twice a week.

Course Format: This didactic class may include assigned readings, whole class discussions, self-selected research and website searches, hands-on practice with some assessment techniques, and interpretation of assessment data. Evaluation consists of professor assessments, including online activities and written report and evaluations of the conducted assessments. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo: CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities’ diverse learners.



Matrix:

The counselor, in the context of this training program, is a skilled professional who is able to:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards CA-CACREP 2009 Standards
1. historical perspectives concerning the nature and meaning of assessment;	<ul style="list-style-type: none"> • Readings • Discussion Board 	<ul style="list-style-type: none"> • Quiz on Case Study. 	CA-II.G.7.a
2. 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, psychological testing, and behavioral observations	<ul style="list-style-type: none"> • Presentations on Test Critiques on career, personality, aptitude, and intelligence tests. 	<ul style="list-style-type: none"> • Test Critique of tests including purpose, type of questions, scoring procedures, evidence of validity and reliability from multiple sources (Mental Measurement Yearbook, Tests in Print, Manual), cost, procedures for administering. 	CA-II.G.7.b
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	<ul style="list-style-type: none"> • Critique a test and provide evidence of validity and reliability. 	<ul style="list-style-type: none"> • Provide evidence of validity and reliability for a test. • Conduct some statistical analyses to examine means, standard deviations, shapes of distributions, and correlations. 	CA-II.G.7.c
4. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)	<ul style="list-style-type: none"> • Critique a test and provide evidence of validity and reliability. 	<ul style="list-style-type: none"> • Provide evidence of validity and reliability for a test. • Conduct some statistical analyses to examine means, standard deviations, shapes of distributions, and correlations. 	CA-II.G.7.d

5. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	<ul style="list-style-type: none"> • Critique a test and provide evidence of validity and reliability. 	<ul style="list-style-type: none"> • Provide evidence of validity and reliability for a test. • Conduct some statistical analyses to examine means, standard deviations, shapes of distributions, and correlations. 	CA-II.G.7.e
6. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific population	<ul style="list-style-type: none"> • Case studies to determine ethical standards related to testing culturally and diverse groups. 	<ul style="list-style-type: none"> • Administer and interpret the Cultural Formulation Interview. 	CA-II.G.7.f
7. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	<ul style="list-style-type: none"> • Case studies to determine ethical standards related to testing culturally and diverse groups. 	<ul style="list-style-type: none"> • Administer and interpret the Cultural Formulation Interview. 	CA-II.G.7.g

CACREP Standards

<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBEOOnline/standtest/edstancertfieldlevl.asp> Web address for **CACREP 2001 Standards**: <http://www.cacrep.org/template/index.cfm>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its

official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Plagiarism on an assignment will result in a zero with no opportunity to recover the points. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

ASSIGNMENTS, DATES, AND EVALUATIONS

***The syllabus is prepared to provide you with a general overview of the course and expectations. However, the syllabus is subject to change pending notification to students. When there is a discrepancy between information in the syllabus and Blackboard Course Content, follow Blackboard as it will contain the most detailed and current information.

Dates	Assignment	Evaluation
Week 1 August 23	<ul style="list-style-type: none"> • Introductions. • View my introduction. • Prepare your own profile and introduction. 	
	<ul style="list-style-type: none"> • Overview of Course. • Read syllabus. 	
	<ul style="list-style-type: none"> • Using Discussion Board, make comments to each student's introduction; respond to at least three students. 	<ul style="list-style-type: none"> • Post by August 29 by 11:59 PM. Rubrics will be provided. Respond early in the week to provide for a full discussion.
Week 2 August 30	<ul style="list-style-type: none"> • Read Chapter 1; History of Testing. 	<ul style="list-style-type: none"> • Test # 1; Due September 5 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due September 5 by 11:59 PM; 40 points.
Week 3 September 6	<ul style="list-style-type: none"> • Read Chapter 2; Assessment & Ethical, Legal, and Professional Issues in Assessment. 	<ul style="list-style-type: none"> • Test # 2; due September 12 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due September 12 by 11:59 PM; 40 pts.
Week 4 September 13	<ul style="list-style-type: none"> • Read Chapter 3; Diagnosis in the Assessment Process 	<ul style="list-style-type: none"> • Test # 3; Due September 19 by 1 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due September 19 by 11:59 PM; 40 pts.
Week 5 September 20	<ul style="list-style-type: none"> • Read Chapter 4; The Assessment Report Process: Interviewing the Client and Writing the Report. 	<ul style="list-style-type: none"> • Test # 4; Due September 26 by 11:59 PM; 60 pts.

	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due September 26 by 11:59 PM; 40 pts.
Week 6 September 27	<ul style="list-style-type: none"> • Read Chapter 5; Test Worthiness & Test Statistics 	<ul style="list-style-type: none"> • Test # 5; Due October 3 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due October 3 by 11:59 PM; 40 pts.
Week 7 October 4	<ul style="list-style-type: none"> • Read Chapter 6; Statistical Concepts: Making Meaning Out of Raw Scores. 	<ul style="list-style-type: none"> • Test # 6; Due October 10 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due October 10 by 11:59 PM; 40 pts.
Week 8 October 11	<ul style="list-style-type: none"> • Read Chapter 7; Statistical Concepts: Creating New Scores to Interpret Test Data. 	<ul style="list-style-type: none"> • Test # 7; Due October 17 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due October 17 by 11:59 PM; 40 pts.
Week 9 October 18	<ul style="list-style-type: none"> • Read Chapter 8; Assessment of Educational Ability: Survey Battery, • Diagnostic, Readiness and Cognitive Ability Tests 	<ul style="list-style-type: none"> • Test # 8; Due October 24 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided 	<ul style="list-style-type: none"> • Due October 24 by 11:59 PM; 40 pts.
Week 10 October 25	<ul style="list-style-type: none"> • Read Chapter 9; Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological 	<ul style="list-style-type: none"> • Test # 9; Due October 31 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due October 31 by 11:59; 40 pts.

Week 11 November 1	<ul style="list-style-type: none"> • Read Chapter 10; Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude. • 	<ul style="list-style-type: none"> • Test # 10, November 7 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due November 7 by 11:59 PM; 40 pts.
Week 12 November 8	<ul style="list-style-type: none"> • Read Chapter 11; Clinical Assessment: Objective and Projective Personality Tests 	<ul style="list-style-type: none"> • Test # 11; Due November 14 by 11:59 PM; 50 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic will be Assigned and Rubric will be provided. 	<ul style="list-style-type: none"> • Due November 14 by 11:59 PM; 40 pts.
Week 13 November 15	<ul style="list-style-type: none"> • Read Chapter 12; Informal Assessment: Observation, Rating Scales, Classification 	<ul style="list-style-type: none"> • Test # 12; November 21 by 11:59 PM; 50 pts.
	<ul style="list-style-type: none"> • Initiate Critique of a Test; Template and Rubric will be provided. 	<ul style="list-style-type: none"> • Due November 28 by 11:59 PM; 100 pts.
Week 14 November 22 T-Giving 22-24	<ul style="list-style-type: none"> • Complete Critique of a Test; Template and Rubric will be provided. 	<ul style="list-style-type: none"> • Due November 28 by 11:59 PM; 100 pts.
Week 15 November 29	<ul style="list-style-type: none"> • Assessment Report. Rubric will be provided. 	<ul style="list-style-type: none"> • Due December 3 by 11:59 PM; 150 pts.
Evaluation	1350 – 1215 = A 1214 – 1080 = B 1079 – 945 = C <944 – fail	
	Professionalism – Deduction of one letter grade on the final grade.	