INTRODUCTION AND PURPOSES

This is an introductory, graduate-level course on testing and assessment in counseling. As such, it will provide an introduction to the conceptual and quantitative foundations of psychological measurement, a survey of approaches for the assessment of personality and cognitive abilities, and a discussion of how to use assessment results in counseling. The course is not intended to provide in depth coverage of single approaches to assessment (e.g., projectives) or single areas of assessment (e.g., normal personality). In depth coverage of these and other topics is provided by advanced courses (e.g., mental tests, personality assessment, career assessment), which masters students may choose as electives in their programs of study. In addition, the course will not cover the assessment of interests, values, or multi-aptitudes since these topics are covered in CPSY 424 (Career Development and Counseling). Finally, the primary focus of the course will be on using objective tests, inventories, and observational procedures in assessment since other modes of assessment (e.g., interviews) are covered elsewhere in the counseling programs. Thus, the major objectives of the course are:

1. To provide the student with an intensive introduction to the conceptual and quantitative foundations of psychological measurement. This represents the requisite background knowledge needed to be a competent user of psychological assessment information.

2. To introduce the student to basic psychological knowledge about human cognitive abilities and personality. This provides the requisite conceptual basis for informed use of cognitive and personality measures.

3. To provide the student with an introductory familiarity with several specific assessment instruments designed to measure cognitive abilities and normal personality.

4. To introduce the student to guidelines for the professional and ethical use of assessment results in counseling, including an understanding of (a) the influences of cultural and contextual variables on the informed use of assessment data and (b) contemporary issues in computer and web-based assessment.

In summary, the core objectives of the course include: (a) gaining factual knowledge about core principles of measurement and ethical and professional issues in assessment, (b) learning theories
and research on human cognitive abilities and normal personality, and (c) **learning to apply knowledge** by evaluating and critiquing a commercially available assessment tool. The phrases in bold represent the essential or important objectives for the course on the IDEA on-line course evaluation form that you will receive via e-mail toward the end of the semester. Please be sure to complete the IDEA evaluation when you receive it.

**REQUIREMENTS**

Grades for the course will be based on the student's performance on the following:

1. **Exams:** A midterm and final exam will be given in class on dates indicated on the attached course schedule. The final will cover material presented after the midterm and material from the first part of the course that midterm results indicated the class as a whole may not have understood sufficiently. Each exam contributes 30% to the final grade.

2. **Paper:** A 10 page (maximum) paper that analyzes and critiques a commercially available assessment device. The paper contributes 30% to the final grade.

   This paper will be graded for content, writing, and adherence to APA style requirements. A detailed explanation of the paper will be provided in class.

3. **Outside Readings:** One goal of our counseling programs is to graduate professionals who base their practices on the professional literature in their fields. The purpose of this outside reading requirement is to expose you to original scholarly, professional literature on assessment in counseling and to the journals where such literature is published. Thus, you are required to read articles relevant to assessment and summarize each article on a 4”X6” index card. A maximum of 10 reading summaries is required. Grades will be assigned on the basis of the number of articles read and summarized, as follows: 10 = A; 9 = A-; 8=B+; 7=B; 6=B-; 5=C+; 4=C; 3=C-; 2=D+; 1=D; 0=F. Outside readings contribute 10% to the final grade.

   In order to receive credit for the reading, you should read an article relevant to testing and assessment from a journal in the field (see below for examples), summarize (in your own words) the article on a 4"X6" index card, and turn the summary in at the beginning of class. **Only one card will be accepted each class period. The article must be on testing and assessment to receive credit for it.**

   **Relevant Journals:**

   - Educational and Psychological Measurement
   - Measurement and Assessment in Counseling and Development
   - Psychological Assessment
   - Journal of Personality Assessment
   - Journal of Career Assessment
   - Journal of Psychoeducational Assessment

Chapter 1: Introduction to Assessment  
Chapter 2: Methods and Sources of Assessment Information  
Chapter 3: Statistical Concepts  
Chapter 4: Understanding Assessment Scores  
Chapter 5: Reliability  
Chapter 6: Validity  
Chapter 7: Selecting, Administering, Scoring, and Interpreting Assessment Results  
Chapter 8: Assessment of Intelligence and General Ability  
Chapter 9: Assessment of Achievement  
Chapter 10: Assessment of Aptitude  
Chapter 11: Career and Employment Assessment  
Chapter 12: Personality Assessment  
Chapter 13: Clinical Assessment  
Chapter 14: Assessment in Education  
Chapter 15: Assessment Issues with Diverse Populations  
Chapter 16: Communicating Assessment Results  
Chapter 17: Ethical and legal Issues in Assessment  
Appendix I: Standards for Multicultural Assessment (2nd ed.)  
Appendix II: Responsibilities of Users of Standardized Tests (RUST) (3rd ed.)  
Appendix III: Code of Fair Testing Practices in Education

**DISPOSITIONS**

Students in all programs in the School of Education are expected to develop three specific dispositions during their graduate study: (a) professionalism, (b) fairness/equity, and (c) beliefs that all students can learn. The descriptions for the expected behaviors for these dispositions can be found on the rubric posted in LiveText for the course.
ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on academic integrity can be found at:
http://www.luc.edu/education/academics_policies_integrity.shtml.
For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disability Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola University Chicago. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: http://www.luc.edu/sswd/.

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of University policy to harass, discriminate against, or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s)of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the University. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Professionalism in the Service of Social Justice. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

TECHNOLOGY

In this course you will use technology to access journals for outside readings. We will also discuss the professional, ethical, and legal issues involved in web-based testing.

DIVERSITY

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. We will cover issues related to testing and assessment with diverse populations and issues of culture fairness of testing and test bias.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND READINGS</th>
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<tbody>
<tr>
<td>M, May 19</td>
<td>INTRODUCTION AND BASIC CONCEPTS</td>
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<tr>
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<td>Reading: Text, Chapters 1 and 2</td>
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<td>W, May 21</td>
<td>FOUNDATIONS OF MEASUREMENT: RELIABILITY</td>
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<td>Reading: Text, Chapters 3 and 5</td>
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<tr>
<td>M, May 26</td>
<td>No Class—Memorial Day</td>
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<tr>
<td>W, May 28</td>
<td>FOUNDATIONS OF MEASUREMENT: VALIDITY</td>
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<td>Reading: Text, Chapter 6</td>
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<td>F, May 30</td>
<td>FOUNDATIONS OF MEASUREMENT: NORMS, TRANSFORMED SCORES, AND TEST INTERPRETATION</td>
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<td>Reading: Text, Chapter 4 and 7</td>
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<td>M, June 2</td>
<td>CATCH-UP AND REVIEW</td>
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<td>W, June 4</td>
<td>MIDTERM EXAM</td>
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<td>M, June 9</td>
<td>MIDTERM REVIEW AND ITEM-ANALYSIS</td>
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<td>W, June 11</td>
<td>ASSESSMENT OF COGNITIVE ABILITIES: CONCEPTS AND MEASURES</td>
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<td>Note: Bring Text to Class</td>
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<td>Reading: Text, Chapters 8 and 9, pp. 200-201</td>
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<td>M, June 16</td>
<td>ASSESSMENT OF COGNITIVE ABILITIES (Continued): CULTURE FAIRNESS AND TEST BIAS</td>
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<td>Reading: Text, Chapter 15 and Appendix I</td>
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<td>W, June 18</td>
<td>ASSESSMENT OF PERSONALITY: CONCEPTS AND MEASURES</td>
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<td>Note: Bring Text to Class</td>
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Reading: Text, Chapter 12

M, June 23  ASSESSMENT OF PERSONALITY CONTINUED; OBSERVATIONAL PROCEDURES; ETHICAL AND LEGAL ISSUES

Readings: Text, Chapter 13 (Community Counseling Students)
          Text, Chapter 14 (School Counseling Students)
          Text, Chapter 17 (All)

Note: Papers Due

W, June 25  FINAL EXAM