Winona State University
Department of Counselor Education
CE 620: Tests & Measurements
Spring 2015

Assistant Professor: Robin Alcala Saner, MS, LSC
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E-mail: rsaner@winona.edu
Office Hours: Mondays, 2-5pm, Tuesdays 10am -2pm, Thursdays, 12-2pm & 3-5pm

Course Location: EA 262, WSU - Rochester
Course Dates, Times, Delivery: Thursdays, 5:00pm – 8:00pm

Course Description: This course provides an overview of the fundamentals of measurement as applied to psychological testing. Knowledge of and practical experience in the use of standardized psychological tests in counseling for personality assessment, evaluation, and career and life decisions will be provided.

Prerequisite: basic statistics course

Required Texts and/or Materials:


Buros Mental Health Measurements Yearbook

Course Objectives:
The course objectives encompass one area of critical importance to the practice of professional counseling: measurement & assessment. The following specific objectives for this course are:

Students will:

a. discuss historical perspectives concerning the nature and meaning of assessment;
b. define basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-reference assessment, environmental assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
c. calculate statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
d. determine reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) of an assessment measure;
e. determine 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.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Related Standards:

Mental Health Counseling:
G.1. 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.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management

School Counseling:
G.3. Identifies various forms of needs assessments for academic, career, and personal/social development.
H.1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

Course Expectations and Requirements:

1. Attendance & participation (90 points)

Students are required to attend all class session and be an active and engaged learner. The expectation is that you come to class prepared by having read the assigned chapters or articles and participated in on-line discussions within the assigned time frame. Failure to attend class or meet these expectations will result in a reduction in your grade. If you need to miss a class due to an illness or emergency, you are expected to contact the instructor before class or as soon as possible.

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and WSU email.

2. Assignments, Quizzes & Tests
Assignments are expected on time. If for some reason, a student has difficulty meeting the course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade. All assignments will be placed in the D2L dropbox unless otherwise indicated by the professor.

**Assessment comparison (150 pts):**

For this assignment you will compare and contrast two assessments. There are several components to this assignment.

1. It is recommended that you find assessments that would be relevant to your work as a counselor. You must consult with a practicing counselor regarding assessments they use, interpret, or wish they knew more about in order to determine one of the assessments you will further examine.

2. In addition to the specific information about the assessments, you must locate journal articles to further develop your understanding of the tools and include those in your paper.

3. You will write a 5-7 page paper that includes the following for each assessment:
   - Reliability and validity measures
   - Norming sample/process
   - Multicultural considerations
   - Ease of administration
   - Intended use of assessment
   - How you would use the assessment measures in practice and your rationale for doing so

4. Create one powerpoint slide that compares/contrasts the two assessments and submit them in the dropbox. You must be prepared to talk about the slide in class.

**Psychological Assessment Administration and Report (150 pts.):**

For this assignment, you will conduct an initial interview, mental status exam, and practice administering three assessments that you will learn about in class. The combination of these three assessments will allow you assess a person’s values, interests, and personality which may be used in counseling individuals in comprehensive ways as they often related to interpersonal issues and intrapersonal conflict at work, home and in school.

For this assignment you will choose a participant (that you do not have an intimate relation with), obtain written consent (form posted on D2L), conduct and initial
interview, mental status exam, and administer the three assessments to your participant. You will score the assessments and write a psychological report detailing the results. Finally, you will state your general clinical impressions, including diagnostic suggestions and recommendations. Remember, this is a practice exercise and results are not conclusive. All interviews and test administrations must be video taped and handed in to instructor with consent form, scored assessments, and psychological report. Note: This assignment will take some time to coordinate with your mock client, please plan accordingly.

Quizzes & tests (150 pts.):
There will be 5 10-point quizzes to ensure understanding of concepts. You must be in class to take the quizzes. In addition, there will be two 50-point tests that will be administered via D2L to demonstrate your knowledge of the material gained through readings, lectures, discussions and activities. Time will be provided to take these exams.

Grading:

All assignments are graded on a point system, with the overall grade calculated on a percentage for the semester based on overall points.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage system</th>
<th>Point system</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
<td>640 – 576</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80%</td>
<td>575 – 512</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70%</td>
<td>511 – 448</td>
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<tr>
<td>D or below</td>
<td>70% below</td>
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D or below will result in remediation

University Expectations and Resources:

**Academic Integrity:** The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: [http://www.winona.edu/sld/academicintegrity.asp](http://www.winona.edu/sld/academicintegrity.asp)

**Accommodations:** According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access to Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services. To access these services, visit: [http://www.winona.edu/accessservices/gettingstarted.asp](http://www.winona.edu/accessservices/gettingstarted.asp)

**Commitment To Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic
backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus resources for students: [http://www.winona.edu/diversity/estatement.asp](http://www.winona.edu/diversity/estatement.asp)

**Graduate Student Resources:** Helpful information for graduate students can be found at: [http://www.winona.edu/gradstudies/currentstudents.asp](http://www.winona.edu/gradstudies/currentstudents.asp)

**Student Grievances:** Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: [http://www.winona.edu/sld/studentgrievance.asp](http://www.winona.edu/sld/studentgrievance.asp)

**Writing Center:** Located in Minne 348, the Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

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### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS/PRESENTATIONS</th>
<th>READINGS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 15, 2015</td>
<td>Introduction &amp; syllabus&lt;br&gt;Use of assessments, basic principles, myths</td>
<td>Chapters 1 &amp; 2&lt;br&gt;<em>Discussion question</em></td>
</tr>
<tr>
<td>January 22, 2015</td>
<td>Ethical issues&lt;br&gt;Diverse populations</td>
<td>Chapters 14 &amp; 15&lt;br&gt;<em>Quiz</em></td>
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<tr>
<td>January 29, 2015</td>
<td>Measurement concepts&lt;br&gt;(Reliability &amp; validity)</td>
<td>Chapters 3 &amp; 4&lt;br&gt;<em>Discussion question</em></td>
</tr>
<tr>
<td>February 5, 2015</td>
<td>Selection &amp; scoring&lt;br&gt;(samples)</td>
<td>Chapter 5&lt;br&gt;<em>Quiz</em></td>
</tr>
<tr>
<td>February 12, 2015</td>
<td>Initial assessment&lt;br&gt;(role plays)</td>
<td>Chapter 6&lt;br&gt;<em>Discussion question</em></td>
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<tr>
<td>February 19, 2015</td>
<td>Intelligence &amp; ability</td>
<td>Chapter 7&lt;br&gt;<em>Quiz</em></td>
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<tr>
<td>February 26, 2015</td>
<td>Achievement and aptitude</td>
<td>Chapter 8&lt;br&gt;<em>Discussion question</em></td>
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<tr>
<td>March 5, 2015</td>
<td>Career, interests &amp; values</td>
<td>Chapter 9&lt;br&gt;<em>Quiz</em></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter/Section</td>
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<tr>
<td>March 12, 2015</td>
<td>NO CLASS</td>
<td>WSU BREAK</td>
</tr>
<tr>
<td>March 19, 2015</td>
<td>Personality tests</td>
<td>Chapter 10 Discussion question</td>
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<tr>
<td>March 26, 2015</td>
<td>Test via D2L</td>
<td>Chapter 12 Test</td>
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<tr>
<td>April 2, 2015</td>
<td>Use of assessments in Diagnosis &amp; treatment planning</td>
<td>Chapter 13 Discussion question</td>
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<tr>
<td>April 9, 2015</td>
<td>Work time for completing paper</td>
<td>Chapter 16 Quiz</td>
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<tr>
<td>April 16, 2015</td>
<td>Psychological assessment review</td>
<td>Psychological Assessment Paper Due</td>
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<tr>
<td>April 23, 2015</td>
<td>Debate Review</td>
<td>Assigned readings</td>
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<tr>
<td>April 30, 2015</td>
<td>Final</td>
<td>Test</td>
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