**Alcorn State University Department of Education and Psychology**

**CM 516- Psychological Assessment in Counseling**

**Spring 2021**

**Instructor:** Zaducka Thomas, Ph.D.

**Office hours**: Available by email (M-F, 8-5) or telephone (by appointment only)

**Dept. of Ed. & Psych. office telephone:** 601-877-6200

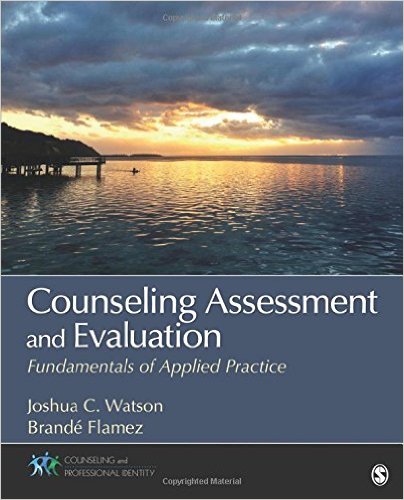
**Office telephone:** 601-877-6200, **E-Mail:** zaduckat@alcorn.edu

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**Office building**: WWACB 215

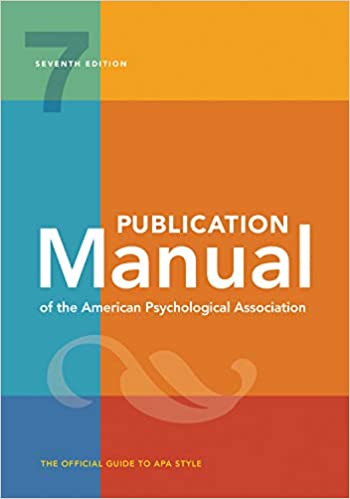
**Required texts:**

Watson, J. and Flamez, B. (2014). *Counselingassessment and evaluation: Fundamentals of applied practice (1st ed.).* Los Angeles, CA: SAGE.



American Psychological Association. (2009). *Publication manual of the American Psychological Association*

*(7th ed.).* Washington, DC. (ISBN: 1433805618).



**Course description:**

Upon completion of this course, students will be able to demonstrate an understanding of the following: the historical use and ethical obligations of assessments in counseling, the principles and methods used in psychological testing, reliability and validity in test and assessment construction, administration, scoring, and interpretation of assessments, and the educational, vocational, intelligence, personality, behavioral, and clinical applications of psychological assessments in counseling.

**Course Objectives:**

Upon successful completion of this course, the student should be able to:

1. Identify the historical and ethical contributions of assessments in the counseling field
2. Distinguish between different types of counseling assessments (behavioral, intelligence, vocational, clinical)
3. Develop a critical and creative attitude towards a more scientific development of the counseling/psychological testing movement
4. Discuss the rationale and principles of testing and assessments
5. Define the practical use and necessary limitations of the use of tests and assessments
6. Score and interpret commonly used group-administered tests and assessments

**Instructional methodology:**

This is an online class. The instructor will primarily engage students through posts on the CanvasLearning Management System that will enlighten and encourage scholarly discussions online. The instructor will also use assigned projects, student participation and discussion, and assigned readings. Class announcements and other information will be accessible through Canvas LMS. Once you have a Canvas account for the class, it will be your responsibility to check your account the week of class and prior to class meetings.

**Technology utilized:**

The instructor and students may utilize PowerPoint presentations and internet resources to add depth and breadth to course material. Additionally, students and the instructor will utilize Canvas for communication purposes regarding course information. All assignments must be completed using **Microsoft Word (recent editions). ALL assignments** should be posted on Canvas under the appropriate link/folder. SafeAssign will be used to check for plagiarism. **Technological problems will be inadequate excuses for late or absent assignments. Access to computers, printers, internet, and other necessary items are expected as part of your graduate work**. Public libraries and libraries at colleges and universities generally provide free access to computers, if necessary.

**Grade Calculation:**

# Online Participation (Discussion Board Posts) 100 points

Reflection Paper 100 points

Assessment Review 100 points

Quizzes 100 points

Midterm Exam 100 points

Final Exam 100 points

## TOTAL POINTS POSSIBLE 600 POINTS

**Explanation of Evaluation**

**Online Class Participation:** For class participation, you are responsible for responding to posts on the discussion boards. You should respond to each post that is made by the instructor each week. Also, be sure to respond to some of the responses of others. The point of this assignment is to be as interactive as possible. You should respond weekly. Be sure to provide well-thought out and detailed responses. Each student is responsible for engaging in meaningful discussion on each discussion board post and a simple “I agree” will not suffice. There will be a total of 10 discussion board posts. Each discussion board post will expire on Sunday at 5 PM, the week after it was assigned. After this deadline, you will no longer be able to respond and will not get credit for that week.

**Reflection Paper:** You will complete a Reflection Paper and the instructions have been provided on Canvas. Be sure to check the rubric for each assignment so that you can get the maximum number of points for this assignment.

**Assessment Critique:** You will complete an Assessment Critique and the instructions have been provided onCanvas. Be sure to check the rubric for each assignment so that you can get the maximum number of points for this assignment.

**Quizzes:** You will be assigned four quizzes during the semester. These quizzes will have multiple choice and true/false questions. Each quiz will have 25 questions and they will be worth 1 point each, for a total of 25 points. The quizzes will be worth a total of 100 points combined. They will be on Canvas and will be “open book” and timed.

**Midterm Exam:** You will be assigned a midterm exam during the semester. The exam will have multiple choice and true/false questions. There will be 50 items on the exam, and they will be worth two points each. The exam is due by 5pm on 03/14/2021. The midterm exam will be made available on Canvas. It will be worth 100 points.

**Final Exam:** You will be assigned a final exam during the last week of the semester. The exam will have multiple choice, true/false, and fill-in-the blank questions. There will be 50 items on the exam, and they will be worth two points each. The exam is due by 5 PM, Friday, 05/07/2021. The final exam will be available on Canvas. It will be worth 100 points.

**Evaluation of papers will be based on:**

1. **Depth, knowledge, understanding, and extensiveness of material covered 70%**
2. **Following instructions for assignment, including page length 10%**
3. **Evidence of scholarly writing (syntax, grammar) 15%**
4. **Format requirements, if any (length, APA guidelines, font) 5%**

**PARTICIPATION**. As this is a graduate level class, you are expected to be prepared for each class meeting. Assigned readings and assignments should be completed prior to the class meeting in order to promote scholarly discussion. Additional readings may be assigned throughout the semester.

**ATTENDANCE**. This is an online class, so attendance is measured by your participation in and completion of each assignment. Therefore, if you are not posting and/or responding in a timely fashion, it will impact your grade.

**DISABILITY STATEMENT.** Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities or Office of Disability Services early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the Services for Students with Disabilities coordinator.

**ASSIGNMENTS AND GRADING.** All assignments and exams must be submitted on or before the date indicated in the syllabus. I will provide due dates via Canvas. **No assignments will be accepted late UNLESS PREVIOUS ARRANGEMENTS HAVE BEEN MADE WITH THE INSTRUCTOR.**

**MAKEUP/LATE ASSIGNMENTS.**  Makeup material will not be accepted unless the instructor is presented with a verifiable medical excuse or a verifiable letter from a funeral director in the instance of a death of a close loved one in a student’s family.

**SUBMISSIONS.** All assignments must be typed using Microsoft Word. When submitting, please **submit your assignment as one entire document** (ex. not separate submissions for title page and one for text or reference page) and **only submit it once**. Documents submitted as a pdf or other file will **not** be accepted.

**COMMUNICATION.** It is extremely important that you check your email frequently, as well as your Canvas account. These are my primary modes of communication with you. I will only email to your ALCORN email, so it is your responsibility to check it. The most effective ways to reach me are 1) email, and 2) by phone (by appointment only). Also, when sending an email, be sure to include relevant information such as the name of the instructor (Dr. Thomas), the name of the course, your name, and a subject for the email. Emails should be professional in nature and should reflect the competence and character of the instructor and the student. Any email that does not include this information will not be addressed.

**PLAGIARISM** is considered as using others’ ideas, images, or words without properly citing the source. If plagiarism or any academic dishonesty is found, I will follow university policy regarding plagiarism, which may result in **an “F” for the course**. Even when you cite a source, you must still write assignments in your own words, using quotations sparingly. For help learning how to avoid plagiarism and to ensure that you know how to paraphrase and quote and cite information appropriately, please utilize the instructions on plagiarism and paraphrasing found at the University of Wisconsin-Madison Writing Center: [http://writing.wisc.edu/Handbook/QuotingSources.html](https://email.alcorn.edu/owa/redir.aspx?C=c24722a8c6b7400798b27f923d879f3e&URL=http%3a%2f%2fwriting.wisc.edu%2fHandbook%2fQuotingSources.html). Also, check out the following link: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html>.

**CHEATING** is not permitted in class or outside of class under any circumstance. Instances of **cheating will result in a grade of 0** on the assignment.

**SPRING 2021 COURSE SCHEDULE:**

**CM 516: PSYCHOLOGICAL ASSESSMENT/TESTING**

## WEEK 1: 1/19-1/24

* DISCUSSION BOARD POST 1
* READ CHAPTERS 1 AND 2: INTRODUCTION TO COUNSELING ASSESSMENT AND BASIC ASSESSMENT AND STATISTICAL CONCEPTS

# WEEK 2: 1/25-1/31

* DISCUSSION BOARD POST 2
* **QUIZ 1**
* READ CHAPTER 3: RELIABILITY

# WEEK 3: 2/1-2/7

* READ CHAPTER 4: VALIDITY
* **DUE: REFLECTION PAPER**

# WEEK 4: 2/8-2/14

* DISCUSSION BOARD POST 3
* READ CHAPTER 5: SELECTING, ADMINISTERING, SCORING, AND REPORTING ASSESSMENT RESULTS

# WEEK 5: 2/15-2/21

* **QUIZ 2**
* READ CHAPTER 6: INTEGRATING ASSESSMENT INTO COUNSELING PRACTICE

# WEEK 6: 2/22-2/28

* DISCUSSION BOARD POST 4
* READ CHAPTER 7: INTELLIGENCE AND GENERAL ABILITY ASSESSMENT

# WEEK 7: 3/1-3/7

* DISCUSSION BOARD POST 5
* READ CHAPTER 8: ACHIEVEMENT AND APTITUDE ASSESSMENT

# WEEK 8: 3/8-3/14

* **MIDTERM EXAM**

# WEEK 9: 3/15-3/21

* DISCUSSION BOARD POST 6
* READ CHAPTER 9: STANDARDIZED METHODS OF PERSONALITY ASSESSMENT

# WEEK 10: 3/22-3/28

* DISCUSSION BOARD POST 7
* **QUIZ 3**
* READ CHAPTER 10: PROJECTIVE METHODS OF PERSONALITY ASSESSMENT

# WEEK 11: 3/29-4/4

* DISCUSSION BOARD POST 8
* READ CHAPTER 11: BEHAVIORAL ASSESSMENT

# WEEK 12: 4/5-4/11

* DISCUSSION BOARD POST 9
* **QUIZ 4**
* READ CHAPTER 12: CAREER AND VOCATIONAL ASSESSMENT

# WEEK 13: 4/12-4/18

* **DUE: ASSESSMENT CRITIQUE ASSIGNMENT**
* READ CHAPTERS 13 AND 14: CLINICAL ASSESSMENT AND OUTCOME ASSESSMENT AND PROGRAM EVALUATION

# WEEK 14: 4/19-4/25

* DISCUSSION BOARD POST 10
* READ CHAPTERS 15 AND 16: ASSESSMENT ISSUES WITH DIVERSE POPULATIONS AND ETHICAL AND LEGAL ISSUES IN ASSESSMENT

# WEEK 15: 4/26-5/2

* **REVIEW FOR FINAL EXAM**

**WEEK 16: 5/3-5/7**

* **FINAL EXAM (DUE BY 5PM ON 05/07/2021)**

**Reflection Paper Assignment**

Include a title page and a reference page that adheres to APA style and include each of the following areas below, as well as your responses. This assignment is worth 100 points and should be 1-2 pages long. You must cite the information from the text appropriately in your paper. Remember, each assignment will be checked for plagiarism, so it is required that you cite your work appropriately. This assignment is due by **5 PM on 02/07/2021 on Canvas.** After reading the assigned chapters from the course textbook, address the following in **PARAGRAPH FORMAT**:

1. What have been your thoughts on the information that has been shared so far in these chapters?
2. Particularly, what are your thoughts on the controversial issues in counseling assessments (as identified in chapter one)?
3. What has been your experience, if any, with the use of assessments and testing in a clinical/school setting? If you have not had any experience with the use of assessments and testing, please briefly describe what you would imagine your experience would be.
4. Has any of the information been particularly challenging for you? If so, explore/share these challenges and how you hope to address them.

**REFLECTION PAPER POINT DISTRIBUTION:**

**Format Requirements, APA Guidelines, and Evidence of Scholarly Writing/Syntax: 20**

Title Page /2

Header/Page Numbers /2

Spacing/Indentations /1

Grammar/Sentence Structure/Tense /15

# Follow Instructions for the Assignment: 10

Used Paragraph Format /3

Used Times New Roman, 12-Point Font /3

Page Length of 1-2 Pages /2

Double-Spaced Paper/1-Inch Margins /2

**Depth, Knowledge, Understanding, and Extensiveness of the Material Covered: 70**

Thoughts on the Information /10

Thoughts on Controversial Issues /20

Experience with Assessments /20

Thoughts on Challenging Information /20

**Assessment Critique Assignment**

This assignment is somewhat of a research assignment. You will be responsible for researching an assessment and reporting what you have learned about that assessment. Please be sure to use empirically supported and professional articles and sources for your research. Choose one of the assessments that are discussed in the course textbook (Stanford-Binet, Wechsler Individual Achievement Test, Myers Brigg Type Indicator, etc.). Address the following items regarding the assessment. Include a title page and a reference page that adheres to APA style and include each of the following areas, as well as your responses.  When describing the assessment, it is important that you cite the material properly. Failure to do so could lead to plagiarism. Please read the University’s policy regarding plagiarism and the consequences. This assignment is worth 100 points and should be 3-5 pages long.This assignment is due by **5 PM on 04/18/2021and must be submitted on Canvas.**

1. **Provide a description of the assessment.** 
   1. **Discuss what the assessment is (the name of the assessment, how many items are on the assessment, etc.), what it is intended to measure (depression, alcoholism, intelligence, etc.), and what is included in/on the assessment (questionnaire, scales, open-ended questions, etc.).**
   2. **Briefly discuss the validity/reliability of the assessment.**
   3. **Briefly discuss how the assessment is scored (by hand, using a computer, scanning).**
   4. **Briefly discuss the administrative and reporting procedures (how is the assessment administered to participants and how are the results reported).**
2. **Provide a brief historical background of the assessment.** 
   1. **Who created the assessment?**
   2. **When was the assessment created?**
   3. **Where was the assessment created?**
   4. **Why was the assessment created?**
3. **Explore the strengths and limitations of the assessment.**
4. **Choose one article that addresses the use of the assessment on a specific population.** 
   1. **Provide a brief summary of the article.**
   2. **Briefly describe how the assessment was used.**
   3. **Briefly describe the results of the article/study.**
5. **Provide a conclusion regarding whether the assessment is an adequate measure of what it is intended to measure (personality, behavior, intelligence, etc.).**

**ASSESSMENT CRITIQUE POINT DISTRIBUTION:**

**Format Requirements: APA Guidelines: 5**

Title Page/Reference Page /2

Header/Page Numbers /2

Spacing/Indentations /1

**Evidence of Scholarly Writing/Syntax: 15**

Grammar/Sentence Structure/Tense /15

# Follow Instructions for the Assignment: 10

Addressed Each Area of the Assignment /2

Used Paragraph Format /2

Used Times New Roman, 12-Point Font /2

Page Length of 3-5 Pages /2

Double-Spaced Paper/1-Inch Margins /2

**Depth, Knowledge, Understanding, and Extensiveness of the Material Covered: 70**

Description of the Assessment /20

Historical Background of the Assessment /5

Strengths and Weaknesses of the Assessment /20

Article Addressed Use of the Assessment /20

Conclusion /5

**SUPPLEMENTAL VIDEOS:**

* **Psychological Testing: Introduction: (Corresponds with Chapter 1)**
  + [**https://www.youtube.com/watch?v=KJ5GNhMGkSM**](https://www.youtube.com/watch?v=KJ5GNhMGkSM)
* **Introduction and Uses of Testing (Corresponds with Chapter 1)**
  + [**https://www.youtube.com/watch?v=8Qv0L76iCf0&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=8Qv0L76iCf0&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W) **(START AT THE 21:55 POINT OF THE VIDEO).**
* **Ethical and Social Implications of Testing (Corresponds to Chapter 2)**
  + [**https://www.youtube.com/watch?v=EL6vXbFCEGg&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=2**](https://www.youtube.com/watch?v=EL6vXbFCEGg&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=2)
* **Ethical Guidelines of Testing (Corresponds to Chapter 2)**
  + [**https://www.youtube.com/watch?v=grypoZkGSBc&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=3**](https://www.youtube.com/watch?v=grypoZkGSBc&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=3)
* **Early Testing in the United States (Corresponds to Chapter 2)**
  + [**https://www.youtube.com/watch?v=-DXKDSN2j7Y&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=5**](https://www.youtube.com/watch?v=-DXKDSN2j7Y&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=5)
* **Norms and Standardization (Corresponds to Chapter 3)**
  + [**https://www.youtube.com/watch?v=m3OpEZpKTxQ&index=6&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=m3OpEZpKTxQ&index=6&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)
* **Test Standardization (Corresponds to Chapter 3)**
  + [**https://www.youtube.com/watch?v=wKHU\_B3uLHY&index=7&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=wKHU_B3uLHY&index=7&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)
* **Introduction to Reliability (Corresponds to Chapter 5)**
  + [**https://www.youtube.com/watch?v=Dlg3K9OvwRM&index=8&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=Dlg3K9OvwRM&index=8&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)
* **Estimating Reliability (Corresponds to Chapter 5)**
  + [**https://www.youtube.com/watch?v=3PEn7GcECl8&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=9**](https://www.youtube.com/watch?v=3PEn7GcECl8&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=9)
* **Introduction to Validity (Corresponds to Chapter 6)**
  + [**https://www.youtube.com/watch?v=\_ILsxJQ-RpE&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=10**](https://www.youtube.com/watch?v=_ILsxJQ-RpE&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=10)
* **Criterion Validity and Decision Theory (Corresponds to Chapter 6)**
  + [**https://www.youtube.com/watch?v=\_TSXCZVH6Yo&index=11&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=_TSXCZVH6Yo&index=11&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)
* **Brief Clinical Instruments (Corresponds to Chapters 7-16)**
  + [**https://www.youtube.com/watch?v=adILJx4Mw-w&index=12&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=adILJx4Mw-w&index=12&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)
  + [**https://www.youtube.com/watch?v=TRUA3k\_lnzI&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=13**](https://www.youtube.com/watch?v=TRUA3k_lnzI&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=13)
* **Introduction to Ability Testing (Corresponds to Chapters 9 and 10)** 
  + [**https://www.youtube.com/watch?v=d0vGQ3s1DJI&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W&index=14**](https://www.youtube.com/watch?v=d0vGQ3s1DJI&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W&index=14)
* **Personality Assessment (Corresponds to Chapters 12 and 13)**
  + [**https://www.youtube.com/watch?v=j3TmtI2dvio**](https://www.youtube.com/watch?v=j3TmtI2dvio)
  + [**https://www.youtube.com/watch?v=wt2xsDxIris**](https://www.youtube.com/watch?v=wt2xsDxIris)
  + [**https://www.youtube.com/watch?v=0M-\_aEc6ZFo**](https://www.youtube.com/watch?v=0M-_aEc6ZFo)
* **Clinical Assessment and Diagnosis (Corresponds to Chapter 14)**
  + [**https://www.youtube.com/watch?v=BjnPfFS4-yo&list=PLciRRiQOjdv6uJdhEZnaaHqWde4J\_4uqE&index=8**](https://www.youtube.com/watch?v=BjnPfFS4-yo&list=PLciRRiQOjdv6uJdhEZnaaHqWde4J_4uqE&index=8)
  + [**https://www.youtube.com/watch?v=LUNYFm30Rz0&index=9&list=PLciRRiQOjdv6uJdhEZnaaHqWde4J\_4uqE**](https://www.youtube.com/watch?v=LUNYFm30Rz0&index=9&list=PLciRRiQOjdv6uJdhEZnaaHqWde4J_4uqE)
* **Introduction to Neuropsychology (Corresponds to Chapter 15)**
  + [**https://www.youtube.com/watch?v=-xdl5PT\_5fM&index=20&list=PLfJYfW-oDYY3j-jM4r6L2KX\_q\_QGKvj-W**](https://www.youtube.com/watch?v=-xdl5PT_5fM&index=20&list=PLfJYfW-oDYY3j-jM4r6L2KX_q_QGKvj-W)