



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 525: FORMAL MEASUREMENT IN EDUCATION & COUNSELING
SPRING 2017**

Course Section: COUN 525-001, 3 credit hours
Course Meetings: Tuesdays 9:40-12:25
Course Location: BEC 238

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CMHC & SC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

The mission of the University of Tennessee Master of Science School Counseling program is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy,

collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.

SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

3 CREDIT HOURS

Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
historical perspectives concerning the nature and meaning of assessment and testing in counseling	2.F.7.a
methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
use of assessments for diagnostic and intervention planning purposes	2.F.7.e
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2.F.7.f

statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2.F.7.g
reliability and validity in the use of assessments	2.F.7.h
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i
use of environmental assessments and systematic behavioral observations	2.F.7.j
use of symptom checklists, and personality and psychological testing	2.F.7.k
use of assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7.l
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m
psychological tests and assessments specific to clinical mental health counseling	5.C.1.e
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a
assessments specific to P-12 education	5.G.1.e

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Students will understand foundational concepts of assessment, including its historical context, social and cultural considerations and the ethical use of assessment and testing.	2.f.7.a; 2.f.7.m	Midterm Exam
Students will use statistical concepts to evaluate the reliability and validity of assessment tools and apply principles of test construction.	2.f.7.g; 2.f.7.h	Article Reviews, Instrument Review
Students will differentiate among different types of assessments and their uses (e.g.,	2.f.7.i, j, k, l; 5.c.1.e; 5.g.1.e	Final Paper

educational/academic, career, psychological, behavioral, developmental, personality).		
Students will perform intake interviews and obtain relevant information to evaluate the mental health and diagnostic status of new clients.	2.f.7B; 5.c.3.a	Peer Assessment Project
Students will use evaluative tools to assess and manage high-risk situations (e.g., self-harm, suicidality, aggression towards others) to inform intervention planning.	2.f.7.c	In-class Exercise

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ ***C*ommitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ ***O*penness** to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ ***R*espect** to self and others, including honoring diversity, self-care, and wellness
- ◆ ***I*ntegrity**, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ ***S*elf-awareness**, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate during each and every class meeting.

REQUIRED TEXTS & MATERIALS

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Boston, MA: Cengage.

Selected websites and other readings as assigned, available on Blackboard

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Article Reviews	15	3/7, 3/28, 4/18
Midterm Exam	20	2/28
Peer Assessment Project	25	4/11
Instrument Review	20	4/25
Final Paper	20	5/4
Total	100	

Grading Scale		
A	93-100	Superior
A-	90-92	Intermediate
B+	87-89	Very Good
B	83-86	Good
B-	80-82	Intermediate
C+	77-79	Less than Satisfactory
C	70-76	Well below Standard
D	60-69	Clearly Unsatisfactory
F	< 60	Extremely Unsatisfactory

ASSIGNMENT DESCRIPTIONS

Grading rubrics and further instruction will be provided well in advance for all major course assignments.

Midterm Exam

DUE: February 28th (in class)

Total Points Possible: 20

There will be a midterm exam, consisting of items designed by students in pairs. The exam will be closed-book and will cover all material up to the time of the midterm exam. Further details and instructions will be given in class.

Article Reviews

DUE: March 7th, March 28th, April 18th Total Points Possible: 15 (5 each)

Three times throughout the semester, you will read and summarize a research article detailing the development and validation of an assessment instrument. Articles should come from refereed (i.e., peer-reviewed, scholarly) journals such as: *Measurement & Evaluation in Counseling & Development*, *Journal of Career Assessment*, *Journal of Counseling & Development*, *Journal of School Psychology*, and *Educational Assessment*, although other journals are also appropriate. Articles should be published between 2011 and 2017. For each review, you will include the following:

1) overview of the instrument being validated;

- 2) what constructs the instrument purports to measure;
- 3) how the researchers attempted to validate the instrument;
- 4) the results of the validation;
- 5) what the instrument might be used for in counseling or school psychology; and
- 6) your opinion about the strengths and weaknesses of the instrument.

Papers should be **no more than three pages in length each, excluding the title page and reference list**. No abstract is required. The article reference should be listed appropriately at the end of the paper.

Peer Assessment Project

DUE: April 11th

Total Points Possible: 25

To familiarize you with psychological assessments, you will need to complete a series of assessments. You will be required to take the following five assessments: Client History Assessment, Social Readjustment Rating Scale, Enneagram, Self-Esteem Inventory, and AUDIT. After completing the assessments, you will share your results with a peer, who will use the results to develop a client profile. This written profile (**no more than eight pages, not counting the title page and reference list; abstract not required**) will include the following:

- Client description (Your 'client' is your peer from class)
 - Background
 - When and where assessments were taken (this will be made up; pretend you administered the instruments within a professional context of your choice)
- General description of assessments administered (although everyone is taking the same assessments, this section should be written individually)
 - What does each assessment measure
 - How scores are interpreted
 - What scores mean
- Assessment results
- Integrated picture of client based on assessments and client description

Instrument Review

DUE: April 25th

Total Points Possible: 20

Each student will select an instrument for critical review. Instruments must represent one of the following areas: personality, family, intelligence, clinical diagnosis, or addiction. Students may request their choice of instrument; however, instruments will be assigned on a first-come, first-served basis, and no one will be allowed to duplicate an instrument already selected for review. The instrument must be related to counseling or school psychology and should be related to the population with whom you wish to work (or think you might). Complete the following components for this assignment:

1. Read and review **a minimum of two sources** that provide reviews or analyses of the test or inventory. These can be found in the *Mental Measurement Yearbook*, *Measurement & Evaluation in Counseling &*

Development, Journal of Counseling & Development, or other academic journals. Note: *Mental Measurement Yearbook* is considered a single source, even if it contains multiple reviews. The publisher's website can be used, but is not considered as one of your two required sources.

2. Include the following information in your review (use this as the outline for your handout):
 - a. General information
 - i. Title of test, including edition and forms
 - ii. Authors
 - iii. Publisher and copyright dates
 - iv. Cost
 - b. Description of instrument
 - i. General type of test
 - ii. Purpose and recommended use
 - iii. Population for whom the test is designed (with details)
 - iv. Time required for administration
 - v. Content (categories of assessment, types of items, types of responses)
 - vi. Administration procedures and requirements
 - c. Technical information
 - i. Normative data
 - ii. Validity and reliability information
 - iii. Scoring options and procedures
 - iv. Other statistical information
 - d. Your personal evaluation (what YOU think, not what you have read)
 - i. Strengths and limitations of the instrument
 - ii. Cultural fairness
 - iii. Other reactions to the assessment

Students will present findings in a **short (5-10 minute) presentation** to the class. In addition, you will provide a **1-2 page handout** with an outline of the information for each member of the class. Your grade will be based on the quality of the handout and the strength of your presentation.

Final Paper

DUE: May 4, 2017 by 10:00am

Total Points Possible: 20

The final paper will be a cumulative project that will utilize concepts learned throughout the semester. This paper should be **no more than six pages long, excluding title page, instrument (included as an Appendix) and reference list (no abstract is required)**. You will choose an issue for which a client may need to be assessed (e.g., depressive symptoms, attention deficits, learning disabilities, substance abuse, etc.). You will then research scholarly articles regarding currently used instruments that assess for your particular concept. Using the information from current instruments and instrument reviews (yes, you may use information you gathered for your Article Reviews and Instrument Review) about the construct, **create a short 10 item instrument** that you would administer to your client. Discuss item analysis methods to be used to

test the reliability and validity for this instrument. Briefly discuss how the information drawn from your instrument might help your clients as you either continue in therapeutic services or refer the client for additional services within your setting. Finally, write a conclusion consisting of at least two brief paragraphs about your experience of creating an instrument and how this course has affected your perspective on assessment within your field.

Outline for this project (rubric to be posted):

- A. Introduction
- B. Rationale for construct chosen and its applicability to chosen setting
- C. Literature Review of currently utilized instruments that focus on particular construct
- D. Discussion of construct validity, reliability, and item analysis methodology
- E. Discussion of utility of the tool for informing clinical work
- F. Final reflection of the issue

INSTRUCTOR POLICIES

ATTENDANCE

Attendance is expected. You may miss 1 class without penalty. This absence may be for any reason and you do not need to let me know in advance of your absence. I recommend, however, that you save this absence for when you truly need it. **More than 1 absence will result in a lowering of your final accumulated score by five points per additional absence.**

LATE ASSIGNMENTS

Written assignments are to be turned in **to Blackboard (except the Final Paper, which goes to Taskstream)** by 11:59pm on their assigned due dates. Late assignments will be accepted with a 5% penalty per calendar day. In the event of a true emergency, it is *extremely important* that you act *proactively*, rather than *reactively*, and discuss the circumstances with your instructor as far in advance as possible.

COURSE-BASED TASKSTREAM STATEMENT *(CMHC ONLY)*

This course requires that you upload documentation to Taskstream. Specifically, you must upload the Final Paper by May 4th at 10:00am. Select your faculty instructor as the evaluator for this submission. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

WRITING QUALITY

All written work is expected to be mechanically and grammatically correct and formatted correctly (i.e., APA style 6th edition, well-organized, correct spelling, noun-verb agreement, proofread, edited, etc.). The style should reflect formality, without the use of contractions, slang, or abbreviations. Additionally, should you choose to use any materials or ideas borrowed from sources other than your own original thoughts, you must include a full reference list of these sources and cite these ideas in the body of the paper using APA style. If you are unfamiliar with APA style, you may want to consider purchasing the latest edition of the *APA Style Manual* or consulting the University's

Writing Center for assistance. Additionally, Purdue University has a very useful online style guide. Click on the link for more information:

<https://owl.english.purdue.edu/owl/resource/560/01/> Evaluation of all written work will reflect the quality of the writing as well as the inclusion of all required content.

ACADEMIC STANDARDS OF CONDUCT

All students are expected to uphold the University of Tennessee's Honor Statement. Plagiarism and cheating will not be tolerated in any capacity and **will automatically result in a grade of zero** for any assignment where the student in question is suspected of engaging in such behaviors. Please refer to Hilltopics at <http://hilltopics.utk.edu/student-code-of-conduct/> for specific information concerning academic standards of conduct. Your instructor will follow University-sanctioned disciplinary procedures for any breach of these policies. Each student is responsible for knowing the terms and conditions of the Honor Statement. The Honor Statement reads as follows:

“An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

INCLEMENT WEATHER

For the most part, we will follow the university protocol for weather cancelations and delays; however, there may be times the university is officially open but we choose to meet online due to safety concerns. In these cases, the instructor will notify you as far in advance as is possible of alternate arrangements.

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its

members adhere to the principles of civility and community adopted by the campus:
<http://civility.utk.edu/>

Safe Zone

Regardless of ability, age, ethnicity, gender expression and identity, immigration status, national origin, political affiliation, race, religion, or sexual orientation, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise.

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. You can also view information on accessibility at UTK at <http://accessibility.utk.edu> Please keep in mind that accommodations cannot be made unless appropriate documentation from the Office of Disability Services is provided.

TECHNOLOGY IN CLASS

The use of mobile devices for calls, text messaging, or tasks not relevant for instruction is prohibited in class. Please show your respect for your classmates and the instructor and turn your devices off or put them in silent mode. Laptops and tablets are permitted as long as their use is limited to course specific activities (e.g., taking notes).

WELLNESS

The Student Counseling Center is the university's primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services: <http://counselingcenter.utk.edu/> The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

Your Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources For Students:

- [Graduate Catalog](#) : (Listing of academic programs, courses, and policies)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)

- [Center for Career Development](#): (Career counseling and resources; HIRE-A-VOL job search system)

TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
January 17	Introduction & Overview – Assessment in Counseling <ul style="list-style-type: none"> • Historical Foundations of Assessment 	Ch. 1
January 24	Ethical & Legal Issues Diversity & Assessment	Ch. 5 & 6
January 31	Basic Assessment Principles	Ch. 2
February 7	Reliability	Ch. 3
February 14 <3	Validity & Item Analysis	Ch. 4
February 21	How Assessments Are Constructed	Erford Ch. 4
February 28	Midterm Exam Selecting, Administering, Scoring, & Communicating Assessment Results	Ch. 7
March 7	Initial Assessment <ul style="list-style-type: none"> • Intake Interviews • Mental Status Exam 	Ch. 8 Article Review #1 due
March 14	NO CLASS – SPRING BREAK	
March 21	Clinical Assessment & Diagnosis Crisis Assessment	Ch. 15 Granello 2010
March 28	Personality Assessment Behavioral Assessment	Ch. 12 & 13 Article Review #2 due
April 4 RIP MLK	Assessment of Intelligence Aptitude Testing Achievement Testing	Ch. 9 & 10
April 11	Career Assessment Assessing Couples & Families	Ch. 11 & 14 Peer Assessment Project due

April 18	Monitoring & Evaluating Treatment	Ch. 16 Article Review #3 due
April 25	Presentations on Instruments	Instrument Review handout due
May 4	Final Paper due to Taskstream (CMHC) or Blackboard (SP) at 10:00am	

**This syllabus reflects expectations for the course; however, it may be necessary to make changes to the syllabus and schedule after the course begins. In such cases, students will be notified accordingly.*