



**CF524 TESTING & APPRAISAL IN COUNSELING
FALL 2022**

INSTRUCTOR

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Office Hours: By appointment

DESCRIPTION (from *Student Handbook*)

Study of standardized tests to evaluate individuals and groups; including test development, selection, administration and interpretation. Course provides foundational concepts of validity, reliability, psychometric statistics, and standardized and non-standardized assessment of educational and mental health issues. The use of environmental, behavioral, symptom checklists, personality, and psychological testing and their ethical use are discussed.

[3 credit hours. Instructor: Dr. Kuo-Yi Chung. Frequency: Spring. Required for MAC. Prerequisite: None.]

COURSE OUTCOMES

At the end of this course, the student will:

1. Demonstrate an understanding of the historical and current perspectives of individual and group approaches to assessment and evaluation.
2. Recognize basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations.
3. Compare and contrast the concepts of reliability and validity in individual and group approaches to assessment and evaluation.
4. Examine statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
5. Explain various computer-managed and computer-assisted methods of individual and group approaches to assessment and evaluation.
6. Describe how age, gender, ethnicity, language, disability, culture, and other factors relate to the assessment and evaluation of individuals, groups, and specific populations.
7. Explain the implications of ethical, legal principles and guidelines as applied to individual and group approaches to assessment and evaluations.
8. Demonstrate an understanding of an ethical assessment process for children and adolescents when functioning may be affected by societal, mental health, and environmental influences such as abuse, violence, eating disorders, attention deficits, depression and suicide.
9. Analyze various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
10. Demonstrate effective application of counseling and assessment skills required for individual and group approaches to assessment and evaluation.

11. Examine the appropriate use of counseling and assessment skills with diverse individuals, couples, families, and groups relating to individual and group approaches to assessment and evaluation.
12. Demonstrate effective assessment selection strategies where there are stated goals for affective and cognitive development and for learning that promotes academic, career and personal/social development.

COURSE TEXT(S)

REQUIRED TEXTS

Whiston, S. C. (2017). *Principles and Applications of Assessment in Counseling*. Boston, MA: Cengage Learning. ISBN-13: 978-1305271487 ISBN-10: 1305271483.

RECOMMENDED BUT NOT REQUIRED:

American Psychological Association. *Publication Manual of the American Psychological Association*, 6th Edition. Washington, DC, 2009.

COURSE REQUIREMENTS

***NOTE: All assignments are to be submitted prior to the beginning of class on the date due.**

<p>1. Attendance and Class Participation [10%] [Outcomes 1-12]</p>	<p>Class attendance and participation are required. All students are expected to contribute to class discussions and attend all classes unless approved by the instructor. Students are expected to complete all readings in advance of class and to turn in assignments at the beginning of class. Class participation will be determined by students' responses to the instructor's questions, asked questions, contributions to weekly discussions, and perceived familiarity with assigned readings. You are expected to be prepared for class.</p>
<p>2. Quiz [15%] [Outcomes 1-12] Students will demonstrate</p>	<p>Examination will consist of multiple choice and/or short answer questions. Content of exams will come from classroom material, required textbook chapters, and occasional additional required reading material.</p>
<p>3. Midterm [15%] [Outcomes 1-12] Students will demonstrate</p>	<p>Examination will consist of multiple choice and/or short answer questions. Content of exams will come from classroom material, required textbook chapters [chapters 1-8], and occasional additional required reading material.</p>
<p>4. Final [20%] [Outcomes 1-12] Students will demonstrate.</p>	<p>Cumulative exam. Examination will consist of multiple choice and/or short answer questions. Content of exams will come from classroom material, required textbook chapters, and occasional additional required reading material.</p>
<p>5. Clinical Interview Assignment [20%] [Outcomes 1-12] Student will develop assessment plan.</p>	<p>For this assignment, you will collect important information, as well as conduct a clinical interview, which will also include an intake form, intake interview, mental status exam, etc. to create an assessment plan.</p>
<p>6. Psychological Test Evaluation/Presentation [20%]</p>	<p>For this assignment, you will be required to present a test to the class. The assignment will include a review of a test that provides the purpose, qualifications, scales, norms, reliability, validity, standardization information, target population, publisher, cost,</p>

[Outcomes 1-12] Student will develop assessment plan.	authors, test format/procedure, psychometric properties, administration and scoring process, etc. You will also be expected to give a critique/evaluation of the test including strengths and weaknesses. You will provide other classmates with a one page copy of your review.
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COURSE WORKLOAD GUIDELINES

For courses in the Counseling and Family (CF), students should anticipate studying approximately two hours outside of class for each hour spent in the classroom. The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and education.

Reading	50 hours
Clinical Interview Assignment	15 hours
Psychological Test Evaluation/Presentation	20 hours
<u>In-class activities</u>	<u>5 hours</u>
TOTAL	90 hours

GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT	REDUCED GRADE	COURSE FAILURE
15-week	2 nd missed class	4 th missed class

Courteous Use of Technology in the Classroom (phone, tablet, laptop)

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

BIBLIOGRAPHY:

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- Blais, M. A., Baity, M. R., & Hopwood, C. J. (2015). *Clinical applications of the personality assessment inventory*. New York, NY: Routledge.
- Cattell, H. E. P. (2003). *Essentials of 16PF Assessment*. Hoboken, NJ: Wiley.
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- Drummond, R. & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). New York, NY: Pearson.

- Erford, B. (2012). *Assessment for counselors* (2nd ed.). Belmont, CA: Brooks/Cole.
- Flanagan, J.S., & Flanagan, R.S. (2013). *Clinical interviewing* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Goldfinger, K. (2013). *Psychological assessment and report writing* (2nd ed.). Thousand Oaks, CA: SAGE.
- Goldstein, L. H., & McNeil, J. E. (Eds.). (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians* (2nd ed.). Malden, MA: Wiley.
- Graham, J. R. (2011). *MMPI-2: Assessing personality and psychopathology* (5th ed.). New York, NY: Oxford University Press.
- Greggo, S. P. (2019). *Assessment for counseling in Christian perspective*. Downers Grove, IL: IVP.
- Gregory, R. J. (2013). *Psychological testing: History, principles and applications* (7th ed.). New York, NY: Pearson.
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- Neukrug, E. S., & Fawcett, R. C. (2014). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3rd ed.). Belmont, CA: Brooks/Cole.
- Parsons, M. W., & Hammeke, T. E. (Eds.). (2014). *Clinical neuropsychology: A pocket handbook for assessment* (3rd ed.). Washington, DC: American Psychological Association.
- Quenk, N. L. (2009). *Essentials Myers-Briggs Type Indicator Assessment* (2nd ed.). Hoboken, NJ: Wiley.
- Reynolds, C.R. & Livingston, R.B. (2011). *Mastering modern psychological testing*. Pearson Education. ISBN: 020548350X.
- Salkind, N. J. (2006). *Tests and measurement for people who think they hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Urbina, S. (2014). *Essentials of psychological testing* (2nd ed.). Hoboken, NJ: Wiley.
- Watson, J. C., & Flamez, B. (2015). *Counseling assessment and evaluation: Fundamentals of applied practice*. Los Angeles, CA: SAGE.

COURSE SCHEDULE***NOTE: Class Schedule is subject to change at instructor's discretion**

Class	Date	Topic	Readings due	Assignments Due
1	8/18/22	Syllabus review and Introduction. Historical context of assessment. The role assessment in counseling.	Chapters 1 and 2	
2	8/25/22	Basic assessment principles and statistical concepts. Reliability and Validity.	Chapter 3 and 4	
3	9/1/22	Case studies and progress notes. Legal/Ethical Considerations	Chapters 5 Appendix A	Quiz Ch 1-4
4	9/8/22	Conducting an interview. Multicultural and special population assessment issues in counseling.	Chapter 6 Appendix C	
5	9/15/22	Selecting, Administering, Scoring, and Communicating Assessment Results. Initial Assessment in Counseling.	Chapters 7 and 8	
6	9/22/22	Intelligence, achievement, and aptitude testing.	Chapters 9 and 10	Midterm Exam (Ch 1-8)
7	9/29/22	Career and Personality assessment	Chapter 11 and 12	
8	10/6/22	Behavior assessment Marriage, Substance Abuse, and Suicide Assessment	Chapters 13 and 14	Quiz Ch 9-12
9	10/13/22	Diagnosis Monitoring and Evaluating Counseling.	Chapter 15 and 16	
10	10/20/22	Neuropsychological assessment		Quiz Ch 13-16
11	10/27/22	Clinical Interview assignment - no class		
12	11/3/22	Test presentation assignment - no class		
13	11/10/22	Presentation in class		Clinical Interview Presentations
14	11/17/22	Reading week- no class		
15	11/24/22	Thanksgiving Holiday- no class		
16	12/1/22	Review		
17	12/8/22			Final Exam