

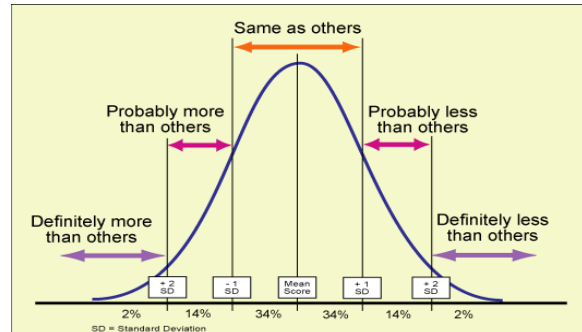
## Course Syllabus

CNS 552

# *Testing and Assessment in Counseling*

Summer 2015

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and Student Affairs**  
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### Catalog Description:

Methods, techniques, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring, and interpreting both objective and subjective instruments used in counseling; survey of research design and statistics. Computer utilization in counseling and use of data in decision-making.

### Purpose of the Course:

This course is designed to provide insight regarding research into current group and individual educational and psychometric theories and approaches to appraisal, an overview of various information and data gathering methods, an in-depth explanation of validity and reliability and fundamental psychometric statistics, a discussion of the relevant factors influencing appraisal, and how appraisal results are used in helping processes.

### Required Text:

Whiston, Susan (2012). *Principles and applications of assessment in counseling* (4th ed.). Belmont, CA: Cengage. (ISBN# 9780840028556 )

**Resources (Reading List): Extensive resources which support the course content will be provided via Blackboard.**

### Course Objectives:

This course is specifically structured to meet the following CACREP Standards:

#### Common Core Outcomes:

3. HUMAN GROWTH AND DEVELOPMENT -- studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including the following:

- e. general framework for understanding exceptional abilities and strategies for differentiated interventions;

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
  - b. 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, psychological testing, and behavioral observations;
  - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
  - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
  - e. 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.

In support of these Standards, upon completion of this course students will demonstrate the following:

***Knowledge Objectives:***

*This course is designed to provide students with the knowledge base necessary to:*

1. Understand how to select, administer, score, and interpret standardized testing and assessment instruments for particular client populations.
2. Evaluate the appropriateness of standardized testing and assessment instruments based on their psychometric properties (validity, reliability, descriptive/inferential statistics, etc.).
3. Assist in the determination of client needs and priorities and the establishment of counseling priorities.
4. Evaluate programs in order to assure that they are providing a positive contribution to the attainment of an organization's mission and goals.
5. Assist in meeting the developmental needs of clients.
6. Evaluate the overall impact of programs and curricular strategies on those targeted by such initiatives.
7. Utilize assessment tools, individual planning skills, and counseling to facilitate informed choices.

8. Employ assessment information in the resolution of problem/conflict situations.
9. Respect and nurture the uniqueness of each individual client.
10. Facilitate client transition from one 'level' to the next.
11. Participate in the overall planning and evaluation of educational and other organizational assessment programs.
12. Assess, interpret and communicate assessment results to clients, parents, the community, and the general public.
13. Ensure the confidentiality of assessment information.
14. Adhere to all laws, administrative regulations, and ethical guidelines regarding the production and use of assessment information.
15. Participate in professional development activities related to testing and assessment.

***Skills Objectives:***

*This course is designed to provide students with the clinical skills necessary to:*

1. Accurately select, administer, score, and interpret standardized testing and assessment instruments appropriate to particular client populations.
2. Communicate assessment information to clients in a meaningful, professional, and appropriate manner.
3. Communicate with relevant individuals, groups, and organizations regarding the design, importance, and effectiveness of various programs.
4. Consult with parents, faculty, staff, administrators, and other helping professionals regarding assessment processes in order to enhance effectiveness with clients.
5. Utilize assessment procedures to provide support in crisis situations.
6. Provide a meaningful dialogue regarding assessment issues between clients and other relevant parties.
7. Utilize assessment information to make appropriate referrals for special programs and services.
8. Guide individuals and groups through developmental processes such as education and career planning.

9. Collaborate with other helping professionals regarding the special needs of some clients.
10. Provide orientation sessions for clients and other interested parties regarding the assessment program.

### **Course Requirements and Instructional Methodologies:**

**(1) Class Presentations.** Students will be placed in small groups for the purpose of developing a research-based class presentation on a topic assigned by the instructor. Presentations should relate to testing and assessment in counseling, include useful, interesting and empirically-based information, include some variety of class participation/interaction, and last approximately 50 minutes. Groups and specific topics will be assigned based on students' specific program emphasis; i.e., Mental Health Counseling, Marriage and Family Therapy, School Counseling, or Student Affairs in Higher Education.

**(2) Instrument Critiques.** Each student will be responsible for preparing a 1-page critique over each of the standardized instruments administered during the class. These critiques should address the usefulness of the each instrument in relation to the individual student's specific program emphasis; i.e., Mental Health Counseling, Marriage and Family Therapy, School Counseling, or Student Affairs in Higher Education.

**(3) Test Administration Report.** Each student will be responsible for writing a report based on the administration of a standardized assessment instrument with a voluntary subject. Included in this report will be an analysis of the results obtained when the test is administered, together with a description of the reaction of the subject to those results. The instrument selected should be one used in the individual student's specific program emphasis; i.e., Mental Health Counseling, Marriage and Family Therapy, School Counseling, or Student Affairs in Higher Education. A general outline for the report is included in this syllabus. APA format & formal writing language required.

**(4) Final Examination.** The examination will be essay in format and cover all of the material students have been exposed to during the course. It will involve *applying* the content and concepts presented during the class. Moreover, questions will be provided that correspond to students' specific program emphasis; i.e., Mental Health Counseling, Marriage and Family Therapy, School Counseling, or Student Affairs in Higher Education. This means that students will be asked to respond to questions specific to their major.

**(5) Participation/Contribution.** Each student is expected to attend all class sessions and be prepared to contribute meaningfully at those sessions. Further, students are expected to carefully read all assigned materials and review all assigned presentations prior to the class session in which they will be covered and discussed.

**Grading:**

Class Presentation .....	20 points
Instrument Critiques .....	20 points
Test Administration Report .....	20 points
Final Examination .....	25 points
Participation/Contribution .....	15 points

**Grading Scale:**

90 - 100 pts.	A
80 - 89 pts.	B
70 - 79 pts.	C
60 - 69 pts.	D
Below 60 pts.	F

***TOTAL ..... 100 points***

**GRADING SCALE:**

**A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%**

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
<b>Achievement of Specified Learning Outcomes</b>	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
<b>Demonstrated Understanding of Content</b>	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
<b>Thought &amp; Originality</b>	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
<b>Application to Practice</b>	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
<b>Critical Analysis</b>	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
<b>Appropriate Structure, Style, and Grammar</b>	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors

**ASSESSMENT SCALES — KNOWLEDGE OUTCOMES****RUBRIC #1: TEST ADMINISTRATION REPORT**

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
1. Demonstrates a functional understanding of historical perspectives concerning the nature and meaning of assessment.	Student did not demonstrate a functional understanding of historical	Student demonstrated a limited functional understanding of historical	Student demonstrated an adequate functional understanding of	Student demonstrated an exceptional functional understanding of

<i>(CACREP Common Core Standards: ASSESSMENT 7a)</i>	perspectives concerning the nature and meaning of assessment.	perspectives concerning the nature and meaning of assessment.	historical perspectives concerning the nature and meaning of assessment.	historical perspectives concerning the nature and meaning of assessment.
<p>2. Demonstrates a functional understanding of 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, psychological testing, and behavioral observations.</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7b)</i></p>	Student did not demonstrate a functional understanding of 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, psychological testing, and behavioral observations.	Student demonstrated a limited functional understanding of 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, psychological testing, and behavioral observations.	Student demonstrated an adequate functional understanding of 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, psychological testing, and behavioral observations.	Student demonstrated an exceptional functional understanding of 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, psychological testing, and behavioral observations.
<p>3. Demonstrates a functional understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7c)</i></p>	Student did not demonstrate a functional understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Student demonstrated a limited functional understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Student demonstrated an adequate functional understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Student demonstrated an exceptional functional understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

<b>Specific CACREP Knowledge Outcomes</b>	<b>Student demonstrates insufficient knowledge</b>	<b>Student demonstrates minimal knowledge</b>	<b>Student meets knowledge requirements</b>	<b>Student exceeds knowledge expectations</b>
<p>4. Demonstrates a functional understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7d)</i></p>	Student did not demonstrate a functional understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).	Student demonstrated a limited functional understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).	Student demonstrated an adequate functional understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).	Student demonstrated an exceptional functional understanding of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).
<p>5. Demonstrates a functional understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7e)</i></p>	Student did not demonstrate a functional understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	Student demonstrated a limited functional understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	Student demonstrated an adequate functional understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	Student demonstrated an exceptional functional understanding of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).

**ASSESSMENT SCALES — KNOWLEDGE OUTCOMES**  
**RUBRIC #2: FINAL EXAMINATION**

<b>Specific CACREP Knowledge Outcomes</b>	<b>Student demonstrates insufficient knowledge</b>	<b>Student demonstrates minimal knowledge</b>	<b>Student meets knowledge requirements</b>	<b>Student exceeds knowledge expectations</b>
<p>1. Demonstrates a functional understanding of the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7f)</i></p>	Student did not demonstrate a functional understanding of the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	Student demonstrated a limited functional understanding of the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	Student demonstrated an adequate functional understanding of the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	Student demonstrated an exceptional functional understanding of the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

<p>2. Demonstrates a functional understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p> <p><i>(CACREP Common Core Standards: ASSESSMENT 7g)</i></p>	<p>Student did not demonstrate a functional understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p>	<p>Student demonstrated a limited functional understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p>	<p>Student demonstrated an adequate functional understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p>	<p>Student demonstrated an exceptional functional understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p>
<p>3. Demonstrates a functional understanding of what constitutes a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p> <p><i>(CACREP Common Core Standards: HUMAN GROWTH AND DEVELOPMENT 3e)</i></p>	<p>Student did not demonstrate a functional understanding what constitutes a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p>	<p>Student demonstrated a limited functional understanding what constitutes a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p>	<p>Student demonstrated an adequate functional understanding what constitutes a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p>	<p>Student demonstrated an exceptional functional understanding what constitutes a general framework for understanding exceptional abilities and strategies for differentiated interventions.</p>

### **Policy on Participation and Late Assignments:**

**Academic Performance** - As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance

Students will be expected to participate in discussions, complete reading and turn-in assignments by the due dates, and interact in a professional manner. Course assignments are due on the date indicated in the syllabus. Assignments will generally not be accepted after the stated due date; cases of *extreme emergency* should be discussed with me. Assignments are due by the designated due date (and may be submitted early). Assignments should be posted on Blackboard in the designated areas.

**Group Work** - Students are expected to participate fully in group assignments; i.e., in-class and out-of-class group assignments are to be completed through group cooperation, problem-solving, and contribution of all members.



### **Graduate Student Handbook:**

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review process and rubric**. The handbook discusses this and other important information.

### **Academic Dishonesty Policy (also see WKU Student Handbook):**

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.) for direction on proper citation formatting. Plagiarism will result in grade of "F" for the entire course.

WKU defines plagiarism as the following:

*To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.*

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbooks:

*No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.*

### **Informed Consent:**

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

### **From the Office for Student Disability Services:**

*Students with disabilities often need help to ensure an adequate academic and social environment while attending the University. This assistance is usually provided through the Office For Student Disability Services which coordinates its activities through many other campus offices as well as public agencies. Students with disabilities may receive priority in academic advising and class selection with particular attention to locations of accessible classes. If a student with a disability has special concerns or need, before he/she attends the University, they are encouraged to contact Huda Melky, Director of Equal Opportunity/504/ADA Compliance, Wetherby Administration Building Room 13, 745-5121. Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact Matt Davis, Coordinator of Student Disability Services, 745-5004 V/745-3030 TTY.*

Per university policy, students are not to request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Library Services:**

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at [http://www.wku.edu/library/dlps/ext\\_camp.htm](http://www.wku.edu/library/dlps/ext_camp.htm).

<b>ESTJ – SUPERVISOR</b> Colin Powell Joseph Stalin Queen Elizabeth I	<b>ISTJ – INSPECTOR</b> Queen Elizabeth II Harry S. Truman Woodrow Wilson	<b>ESFJ – PROVIDER</b> Leonid Brezhnev George Washington	<b>ISFJ – PROTECTOR</b> George Bush Mother Teresa
<b>ESTP – PROMOTER</b> Winston Churchill Hug Hefner Ernest Hemingway	<b>ISTP – OPERATOR</b> Amelia Earhart Clint Eastwood Charles Lindbergh	<b>ESFP – PERFORMER</b> “Magic” Johnson Elvis Presley Elizabeth Taylor	<b>ISFP – COMPOSER</b> Paul Gaugin Wolfgang Mozart Barbra Streisand
<b>ENFJ – TEACHER</b> Mikhail Gorbachev Vladimir Lenin Margaret Mead	<b>INFJ – COUNSELOR</b> Emily Dickenson Eleanor Roosevelt	<b>ENFP – CHAMPION</b> Charlotte Bronte Thomas Paine	<b>INFP – HEALER</b> Emily Bronte Albert Schweitzer
<b>ENTJ – MOBILIZER</b> Napoleon Bonaparte Bill Gates Margaret Thatcher	<b>INTJ – MASTER MIND</b> Peter the Great Thomas Jefferson Fredrich Nietzsche	<b>ENTP – INVENTOR</b> Walt Disney Steve Jobs	<b>INTP – ARCHITECT</b> Marie Curie Albert Einstein

### **Myers-Briggs Type Indicator – Famous ‘Types’**

# Test Administration Report

## General Outline

### Part I

#### *Identifying and securing an appropriate instrument.*

Reminder: The instrument selected should be one used in the individual student's specific program emphasis; i.e., Mental Health Counseling, Marriage and Family Therapy, School Counseling, or Student Affairs in Higher Education.

- (1) **Objectives.** Explain "what" you are attempting to assess.
- (2) **Rationale.** Explain your reasons for selecting this particular test instrument.
- (3) **Background.** Explain who developed this test. When? Where? Why?
- (4) **Suitability.** Discuss the validity and reliability data available for the test.  
List references.
- (5) **Administration.** Explain "how" the test is administered. Population? Format?  
Time? Cost?
- (6) **Scoring.** Explain how the test is scored.
- (7) **Interpretation.** Explain precisely what the obtained scores mean.
- (8) **Limitations.** What are the "problems" with using this test? Explain.

### Part II

#### *Selecting a voluntary subject and administering the test.*

Important Note: The volunteer can be a significant other, friend, relative, or another member of the class. The test administration and follow-up should be presented as a learning (academic) experience intended primarily for the benefit of the test administrator. Under no circumstances should this course requirement be used for professional purposes.

- (1) **Selection.** Explain how this subject was selected.
- (2) **Administration.** Explain how the test was administered. Where? When?
- (3) **Scoring.** Explain how the test was scored and list the results.
- (4) **Interpretation.** Explain what the test scores mean; i.e., discuss their implications.
- (5) **Feedback.** Provide feedback regarding your interpretation of the test results to the subject and discuss their reaction. Does your interpretation coincide with their subjective experience? Why or why not?
- (6) **Observations.** What is your personal assessment of the usefulness of this test?  
Explain.

#### **Special Note:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

## **Course Schedule**

**(this schedule is subject to change –please follow final version on blackboard)**

**Referenced readings can be found under “Course Documents” on Blackboard. Our meeting times will be full of fun learning activities – be prepared to participate fully!**

### **Weekend #1**

#### **Friday Evening – Chapters 1 & 2**

- Course Introduction and Expectations
- Overview of the Course: Assessment in General, Standardized Tests in Particular
- Assessments in Counseling
- Basic Assessment Principles

#### **Supplemental Readings (in class)**

- *School Counselors and Student Assessments*

#### **Saturday Morning – Chapter 3, Chapter 4 & Chapter 6**

- Reliability
- Validity
- Initial Assessment in Counseling

#### **Supplemental Readings (in class)**

- *The Case Against Standardized Testing*
- *Testing Testing*
- *Assessing the Assessments*

#### **Saturday Afternoon – Chapter 5, & Chapter 13, skim 12**

- Selecting, Administering, Scoring & Communicating
- Assessment & Diagnosis (much of this is covered in your diagnosis course)
- Using Assessment in Counseling

### **Weekend #2**

#### **Friday Evening – Chapter 7 & Chapter 8 & Outliers: The Story of Success (250-269)**

- Intelligence and General Ability Testing
- Assessing Achievement & Aptitude: Applications for Counseling

### **Saturday Morning – Chapter 15 & skim Chapter 14**

- Issues Related to Assessment with Diverse Populations
- Ethical & Legal Issues in Assessment
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#### **Readings (available on BB)**

- *New Evidence of racial bias on SAT*
- [http://ncebc.org/blog/2010/11/30/toldson\\_bellcurve/](http://ncebc.org/blog/2010/11/30/toldson_bellcurve/)
- *Socioeconomic Status and Mental Illness*
- *Ameliorating Effects of High Socioeconomic Status*
- *Recent Advances in the Assessment of Intelligence*
- *Genes IQ Soc Status*
- *Individual Intelligence*
- *IQ: A Smart History of a Failed Idea*
- *The Geography of Privelege*
- *The Case Against Standardized Testing*

### **Saturday Afternoon – Chapters 9 & Chapter 11**

- Assessment in Career Counseling
- Assessment in Marriage & Family Counseling

## **Weekend #3 (3/20 & 3/21)**

### **Friday Evening - Chapters 10 (12 Review 7), 11**

- MBTI presentation (Dr. Crisp)
- Appraisal of Personality

### **Saturday Morning**

- Student Presentations (Groups/Topics by Program Emphasis)

### **Saturday Afternoon**

- Summary/Conclusions/Questions
- Final Examination (Essay Questions)