

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
Fall 2015 Course Syllabus

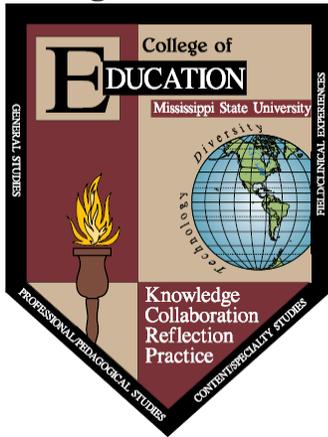
Course Prefix & Number: EPY 8263

Course Title: Psychological Testing in Educational and Related Settings

Credit Hours: 3 Semester Hours

Catalog Description: Three hours lecture. Principles and techniques involved in selecting, administering, scoring, and interpreting tests of personality, interest, vocational aptitude, achievement, and intelligence.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Counseling Programs Mission Statement:

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, Institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Instructor: Julia Y. Porter, Ph.D., LPC-S, NCC, NCSC

Phone: (601) 484-0184

Fax: (601) 484-0280

Office: Room 186, College Park Campus at Meridian

Open Office Hours: Mondays 1:30-4:00 pm
Tuesdays 1:30-5:00 pm
Other times by appointment

Email: jporter@meridian.msstate.edu

Student Learner Outcomes/Objectives:

This course seeks to familiarize students with a foundation for using assessment procedures in counseling. Upon completion of this course, students will be able to demonstrate:

1. An understanding of the historical perspectives concerning the nature and meaning of assessment. (CACREP Professional Identity: G.1.a.)
2. A knowledge of basic concepts of standardized and non-standardized 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. (CACREP Professional Identity: G.1.b.)
3. A familiarity with basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. (CACREP Professional Identity: G.1.c.)
4. An ability to evaluate assessment resources in terms of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information). (CACREP Professional Identity: G.1.d.)

5. An ability to evaluate assessment resources in terms of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity). (CACREP Professional Identity: G.1.e.)

6. Skills for accurately accounting for social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations. (CACREP Professional Identity: G.1.f.)

7. An understanding of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (CACREP Professional Identity: G.1.g.)

8. A familiarity with various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments. (CACREP CMHC: G2).

Required Text(s):

Kaplan, R.M., and Saccuzzo, D.P. (2013). *Psychological testing: Principles, applications, and issues* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Recommended Text(s):

American Counseling Association. (2005). *Ethical Standards of the American Counseling Association*. Alexandria, VA: Author.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.): DSM-V. Washington, DC: Author.

TaskStream Requirement:

This course requires you to use a TaskStream account for uploading your signature assignment for the Counselor Education Program accreditation purposes. Please sign up for an account in the first week of the class. **The purchase or renewal can be completed online by credit or debit card at <https://www.taskstream.com/pub/>.** Your TaskStream account will be used in many Counselor Education courses. Once you have a TaskStream account, you will need to self-enroll in your program. The program code to self-enroll in this course will be provided by your professor. Once you are enrolled in the correct program, you can submit assignments, make sure to select your instructor as evaluator For help please contact TaskStream at 1-800-311-5656 (press “2” for support) or by email at help@taskstream.com . For additional help, you may wish to browse TaskStream online help, <https://www.taskstream.com/Main/help/frameset.asp?qyz=3gD57QmPL0CPSmEj32R>

Methods of Instruction:

This course will be presented using a variety of teaching modalities. Throughout the semester you will participate in an interactive learning environment that focuses on the selection, administration, scoring, and interpretation of assessment mediums. Course lectures will be supplemented by hands-on-training with a variety of assessment applications common to the practice of counseling. Students should expect to actively participate in class and work collaboratively with their fellow counselors-in-training in putting theory into practice with regard to counseling assessment.

Student Activities/Course Assignments:

Weekly Quizzes (100 points)

Weekly quizzes will be administered electronically as a way of affording students the opportunity to demonstrate their learning and assimilation of the various counseling theories being discussed.

Quizzes will be taken from class lectures, assigned textbook readings and any additional assigned readings pertinent to the previous week's topic theory. The format of the quizzes will be multiple-choice items. There will be a total of ten (10) quizzes throughout the semester. Each quiz will be worth 10 points. A maximum of 100 points can be earned.

Test Review/Critique (50 points)

You are required to select a currently published appraisal instrument that we have not covered in class and conduct a critical review of that instrument. A list of instruments to choose from, as well as a handout detailing the key features of a test critique will be provided to you early in the semester. This assignment may require you to consult sources in addition to the test and its manual, including textbooks, MSU and MCC library holdings, and Internet sources. Sources cited in your review must be credible, accurate, and current (no more than 5 years old unless it is a seminal work). While a specified page length is not included, your reviews should fully address all areas. The test review is worth 50 points.

Instrument Development Project (50 points)

Choose a topic or construct that you would like to assess. If it helps, select one that you either currently encounter, or can expect to encounter, in your work as a counselor. Examples include: depression, anxiety, self-esteem, or coping skills. Once you have selected your construct, develop an assessment inventory to measure it. Your inventory should include 10-15 questions and incorporate the principles of sound test development covered in class lectures. In addition to submitting your questions, you are required to submit a paper (3-5 pages) describing your rationale for including each question (e.g., what do you hope to gain from asking it and why is this important information to have) and the format you chose to use (e.g., multiple choice, openended, etc.). In addition, talk about the process you would take to validate your instrument before using with clients. Please make sure to format your paper in APA 6th edition style and include citations for any and all sources used. The instrument development project is worth 50 points.

Final Examination: Assessment Report Project (200 points)

This project is designed to provide you experience in administering, scoring, and interpreting a test battery. Throughout the course, you will have the opportunity to complete several counseling

assessment instruments. Once you have successfully taken each of the instruments, you will craft a 6-8 page paper that reports, summarizes, interprets, and integrates the results of the assessment instruments you have completed. In your report, you should include scores as well as normative, descriptive classifications. Integrate results into a cohesive, integrated paragraph or two. In addition, integrate results into your view of yourself as a whole individual, your perception of your place in the world, and how these results confirm, support, and/or contradict your life experiences to date. Finally, you will identify any discrepancies and any plausible explanations for such discrepancies.

As you craft your report, make sure you include a discussion of both the positive and negative characteristics of the instruments (e.g. psychometric properties) and relate your discussion to the theoretical orientation of the instrument. You will receive further details about the exact components of a psychological report as well as the instruments you will be administering during the first few weeks of the semester. This project accounts for 200 points of your final grade.

Evaluation of Student Performance:

Your performance will be evaluated and your course grade determined by totaling your earned points on the following course assignments:

Quizzes (10 @ 10 pts each)	100 points
Test Review/Critique	50 points
Instrument Development Project	50 points
Final Examination	200 points
Total Points	400 points

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu>

Nondiscrimination Policy

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the

region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Incomplete Grades

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant Deans and approved by the Provost and Executive Vice President.

Departmental Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information, students may consult the departmental electronic graduate students’ handbook which can be accessed online at http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department.

EPY 8263 Psychological Testing in Educational and Related Settings – Revised Spring 2014 7

Course Instructor Policies:

Absences

Students are responsible for coming to each class period fully prepared to participate. This includes having read the assigned material for that date as well as completing any projects or assignments that may be due that day. Students are encouraged to ask questions and discuss current issues in order to ensure that they are assimilating the material presented. Any absences should be discussed **in advance** with the instructor.

Missed Quizzes

Examinations missed due to student absences will receive a grade of zero unless prior arrangements have been made with your instructor or a legitimate medical emergency precludes you from completing an examination at its assigned date and time. Examinations that are missed for excused reasons will be rescheduled at a time designated by your instructor.

Missed Assignments

All assignments are due on the date on the syllabus. **Late assignments will be dropped 10 points for each day that they are late.**

Writing Style

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. Submitted assignments that do not meet these standards will be graded accordingly.

Cell Phone and Technology Policy

During class the use of cellular telephones, portable music players, or other electronic devices is strictly prohibited. If you must carry these items on your person, please turn them off or place them in a silenced mode before class begins. Students are permitted to bring their own recording devices should they choose to record the lectures for future study.

Email Policy:

Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent on occasion to class members through the MyCourses™ system. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyCourses™ system are also very helpful for maintaining communication between the instructor and students.

Supplemental Resources:

Association for Assessment in Counseling. (2003). *Standards for Multicultural Assessment*. Retrieved from

<http://aac.ncat.edu/Resources/documents/STANDARDS%20FOR%20MULTICULTURAL%20ASSESSMENT%20FINAL.pdf>

Drummond, R. J. & Jones, K. D. (2010). *Assessment procedures for counselors and helping professionals* (7th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Erford, B. T. (2006). *Counselor's guide to clinical, personality, and behavioral assessment*. Boston, MA: Lahaska Press.

Gregory, R. J. (2004). *Psychological testing: History, principles, and applications*.

Needham, MA: Allyn & Bacon.

Hood, A. B., & Johnson, R. W. (2009). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th edition) Alexandria, VA: American Counseling Association.

Kennedy, B. R., & Kennedy, A. D. (2004). Using the Myers-Briggs Type Indicator in career counseling. *Journal of Employment Counseling, 41*, 38-44.

Lyman, H. B. (1998). *Test scores and what they mean* (6th ed.). Boston: Allyn & Bacon.

MacCluskie, K. C., Welfel, E. R., & Toman, S. M. (2002). *Using test data in clinical practice: A handbook for mental health professionals*. Thousand Oaks, CA: Sage.
Merenda, P. F. (2003). Measurements in the future: Beyond the 20th Century. *Psychological Reports, 92*, 209-217.

Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development, 78*(3), 357-364.

Wall, J. E. (2004). Why counselors shouldn't let testing leave them behind. *Vistas*.
Copyright 2004 by American Counseling Association. Reprinted by permission.

Whiston, S. C. (2009). *Principles and applications of assessment in counseling* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

EPY 8263 Tentative Course Schedule of Activities

DATE	TOPIC
August 18	Chapter 1: Introduction to Assessment Chapter 2: Norms and Basic Statistics for Testing
August 25	Chapter 3: Correlation and Regression Quiz #1
September 1	Chapter 4: Reliability Chapter 5: Validity Quiz #2
September 8	Chapter 6: Writing and Evaluating Test Items Quiz #3
September 15	Chapter 7: Test Administration Chapter 8: Interviewing Techniques Quiz #4
September 22	Chapter 9: Theories of Intelligence and the Binet Scales Test Review/Critique Due Quiz #5
September 29	Chapter 10: The Wechsler Intelligence Scales: WAIS-IV, WISC-IV, and WPPSI-III Quiz #6
October 6	Fall Break
October 13	Chapter 11: Other Individual Tests of Ability in Education and Special Education Quiz #7

October 20	Chapter 12: Standardized Tests in Education, Civil Service, and the Military Instrument Development Project Due Quiz #8
October 27	Chapter 13: Applications in Clinical and Counseling Settings Chapter 14: Projective Personality Tests Quiz #9
November 3	Chapter 15: Computers and Basic Psychological Science in Testing Mississippi Counseling Association Conference, Biloxi, MS (Class will not meet.)
November 10	Chapter 16: Testing in Counseling Psychology Quiz #10
November 17	Chapter 17: Testing in Health Psychology and Health Care Chapter 18: Testing in Industrial and Business Settings
November 24	Chapter 19: Test Bias Chapter 20: Testing and the Law
November 30	Chapter 21: Ethics and the Future of Psychological Testing
December 7	Final Exam Self-Management Report due