

**PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION**

<b>Vision - Preparing professionals to lead life-long learning and development within our diverse communities.</b>			
			
<p><b>Diversity and inclusiveness—Advocacy for fairness and respect</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p><b>Research-based practices and professional standards—Professionalism</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p><b>Impact on learning and development—Commitment to learning</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p><b>Evidence-informed decision making—Reflection</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**DEPARTMENT OF COUNSELOR EDUCATION**

**Winter Quarter, 2014  
COUN 567: Using Tests in Counseling  
Tuesdays, 4:00 – 6:30 p.m.**

**INSTRUCTOR:**

Russell D. Miars, Ph.D.  
506L Education Bldg.

Office phone: 503-725-4611 (voice mail messages)

Office Hours: Monday 2:30 – 3:30 p.m.

Wednesday 2:00 – 3:00 p.m.

By **email appointment only**; ([miarsr@pdx.edu](mailto:miarsr@pdx.edu)); send in advance to request and confirm a specific office hour appointment time

If you require accommodations (e.g., interpreter, note-taker, alternate testing arrangements, etc.), please see me immediately. I will work with you to facilitate getting any needed supports after you register through the Disability Resource Center (503-725-4150).

**COURSE DESCRIPTION:**

COUN 567 is a graduate level introduction to testing. It introduces the methodological foundation of psychological measurement in general while specifically reviewing a variety of testing procedures for cognitive and personality assessment. Practice principles are reviewed with an emphasis on the ethical use of tests. Some hands-on experience with tests used by counselors is provided. Concurrent enrollment in COUN 566: Appraisal of Instruments required.

**ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE**

- Identify, select, and use a variety of assessment instruments in counseling settings
- Understand the historical development of assessment practices
- Develop effective assessment intervention skills and practices
- Use updated research and knowledge to enhance professional practices
- Apply professional ethics (including multicultural assessment) in assessment

COURSE OBJECTIVES (CACREP & CORE Standards):

1. Introduce the methodological foundation of psychological measurement and testing including scaling, reliability, validity, test norms, and test profiling
2. Review practice principles of the assessment process and test use/interpretation in counseling and the use of standardized and informal assessment.
3. Review practice issues and the ethical use of tests in counseling including multicultural assessment and assessment of individuals with disabilities
4. Acquaint the counselor with selected test taking, profiling and interpreting as it might be encountered in the school or agency setting.

TEXTS: (required)

Whiston, S.C. (2013). Principles and Applications of Assessment in Counseling (4<sup>th</sup> ed.)  
Belmont, CA: Brooks/Cole Cengage Learning.

Silverlake, A.C. (1999). Comprehending Test Manuals: A Guide and Workbook.  
Los Angeles, CA: Pycszak Publishing.

SCHEDULE OF READINGS:

- January 7      567 Syllabus; 566 Syllabus (term Project)  
Ch. 1: Assessment in Counseling; Appendix B, Appendix C, Appendix D
- January 14      Ch. 2: Basic Assessment Principles; Exercises #13, 14 & 16, and  
Appendix A in *Workbook*  
Ch. 3: Reliability; Exercises #1, 3, 4, 21 & 22 in *Workbook*
- January 21      Ch. 3 (continued)  
Ch. 4: Validity and Item Analysis; Exercises #5, 6, 7, 8, 9, 10, 11,  
12, & 33 in *Workbook*
- January 28      Ch. 4 (continued)  
Ch. 5: Selection, Administration, Scoring & Communicating Results;  
Exercises #19 & 20 in *Workbook*
- February 4      **Midterm exam:** 40 point, in class, Multiple-choice exam over Chs. 1 – 5  
(time limit: 4 – 5:00 p.m.)  
Ch. 6: Initial Assessment in Counseling  
(5:10 – 6:30 p.m.)  
**[ 566 Project questions and guidance ]**
- February 11      Ch. 7: Intelligence and General Ability Testing  
Ch. 8: Assessing Achievement and Aptitude: Applications for Counseling  
{Hand out MBTI & FIRO-B scales to be completed for Ch 10 review}  
[see Note 1]

- February 18 Ch. 10: Appraisal of Personality  
Exercises #28, 29, 30, 31, & 32 in *Workbook*  
[see Note 2]
- February 25 Ch. 10: Appraisal of Personality  
Group (in class) interpretation of MBTI and FIRO-B
- March 4 Ch. 10 Appraisal of Personality  
Ch. 12 Assessment & Diagnosis  
Ch. 13: Using Assessment in Counseling  
**DUE**: COUN 566 Tests Critiques paper (hard copy & TK20)
- March 11 Ch. 14: Ethical & Legal Issues in Assessment  
Exercises #37 & 39 in *Workbook*  
Ch. 15: Issues Related to Special Populations (multicultural assessment)  
Review Whiston (2013) Appendix E: Standards for Multicultural  
Assessment  
Exercises #25, 26 & 27 in *Workbook*
- March 18 **Final Exam**: 55 point Multiple-choice questions  
(Chs. 6, 7, 8, 10, 12, 13, 14, & 15)  
[see Note 3]

**Note 1**: Ch. 9, Assessment in Career Counseling is recommended but not on final exam; this material should be covered in COUN 568: Career & Lifestyle Planning

**Note 2**: Ch. 11, Assessment in Marriage and Family Counseling is recommended but not on final exam; this material should be covered in the Marriage & Family sequence of courses

**Note 3**: Ch. 16, Technological Applications & Future Trends recommended but not on final exam

### DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might

detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department

### COURSE REQUIREMENTS:

1. Class attendance and participation (25 points): this is critical to your learning and I expect each of you to be here for each class and on time. No more than one absence, unless clearly medically necessary, is excusable without an automatic 1/2 point (e.g., A to B+) reduction in your course grade. Please plan not to miss any class sessions. If you must miss class have a classmate get any handouts and lecture notes for you. As it is difficult for me to remember the plans of many different students, do not tell me verbally you will not be in class; please have the courtesy to email or call and leave me a voice mail message of your absence for it to be excused.
2. **Read and answer questions** for each *Workbook* exercise listed above (self-guided homework; not to be turned in). This will greatly enhance your understanding of assessment concepts. **Study groups** are strongly encouraged for these exercises!
3. Complete self-scoring instruments and read self-interpretation guides for MBTI and FIRO-B scales.
4. Midterm and Final exams.

### GRADING:

Class attendance	25
Midterm exam	40
Final exam	55

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120 points (Note: final grades based on class curve)

**Note:** No incompletes (I) unless clearly medically necessary. You must complete this course to enter Practicum Clinic (COUN 509: Practicum).