

Psychology 6330: Principles of Psychological Measurement and Test Theory
3 credits - Fall 2022
Professional School Counselor Education Program, Utah State University
Revised 7/1/22



CO-INSTRUCTOR: **Terra Bingham**, M.Ed., LSC
Practicing School Counselor, Davis School District

To communicate with Terra, please use:

1. Canvas Inbox
2. Email: A00440686@usu.edu
3. Cell Phone: 907-444-4845

Terra's office hours: By appointment

CO-INSTRUCTOR: **Dr. Jessica Koltz**, Ph.D., NCC, NCSC, LSC, ACMHC
Instructor and Graduate Program Director

To communicate with Dr. Koltz, please use:

4. Canvas Inbox
5. Jessica.Koltz@usu.edu
6. Office phone: 435-797-1250

Dr. Koltz's office hours: 3-5pm Tuesdays (Schedule via Canvas or [Calendly](#))

**Be advised the instructor and/or co-instructor will make every effort to respond to communication ASAP.

It may take up to 48 hours for a response. Please plan accordingly.

MEETING TIME & PLACE:

September 1st – December 8th, 2022, on Thursdays: 7:30 – 10:00 PM via Zoom

The class is offered via Zoom. Class lecture lengths may vary. Each evening will begin with a course lecture for 1:30-2 hours, followed by an experiential activity, allowing the remaining time to be left for group and individual activities and discussion.

Reminder: Your attendance, completion of the readings, and weekly participation are pertinent to your success in this course.

REQUIRED TEXT:

Title: *The Ultimate School Counselor's Guide to Assessment and Data Collection* (1st Edition)

Author: Sandra Logan-McKibben & Jenna Marie Alvarez

ISBN: 978-0826185532

Publisher: Springer Publishing Company; 1st edition
Publication Date: November 24, 2021

DSM-V: https://drive.google.com/file/d/10r_oUv_fZXQ4jUVXQC-4UnMdaneR3TD5/view

OTHER REQUIREMENTS

We will be participating in the Strong Interest Inventory. This will be a \$20-\$30 charge. You will get an invoice and instructions on September 29th.

COURSE DESCRIPTION

The Ultimate School Counselor's Guide to Assessment & Data Collection provides concrete steps for using assessment and data collection to advocate for student success and develop effective comprehensive school counseling programs. We will be using data collection tools, assessments, charts, tables and illustrations. We will examine reliable and valid instruments of assessments that are found across multiple settings including public schools, colleges and universities, vocational counseling centers, and career and placement centers will be examined. Finally, the ethics and future of assessment will be discussed, particularly for school counselors in public schools. The course will involve lectures, case studies, reading assignments, in-class discussions, discussion board reflections, written assignments, quizzes, and an exam. Psychology 6330 is intended for students who are admitted into the Master's in School Counseling program.

This class will be taught partially in lecture format and partially in experimental and discussion formats. The course combines theory and research findings with practical application of techniques so that students can develop a wide range of knowledge and skills for integration into their individual counseling model and professional situation. The goal is for each student to leave the course with a "toolbox" of interventions and materials they will use as a school counselor.

Students are expected to be full participants in course discussions and learning experiences. Failure to participate will be reflected in your grade.

COURSE ATTENDANCE

If you cannot attend a class session, arrangements cannot be made to make up any material missed during the class, except in what the university defines as "extenuating circumstances." These circumstances lie outside the control of the student, e.g.: **doctor-ordered absences, death in the immediate family, etc.** If students miss class, the consequence will be a missed opportunity for learning as well as the absence having an impact on their grade if quizzes or assignments are missed.

Vacations, attendance at weddings (except your own, for your children and those of siblings) are **NOT** acceptable absences. Please see the University's website relating to the [excused absence policy](#).

Students missing classes for an unexcused absence will also be accountable for **writing a 2-PAGE double-spaced or a one-page single-spaced reflection in APA 7th edition format on the readings and missed class presentation topics for that class meeting time.** Students are responsible for watching the recording of the class presentation that is missed and turning in the reflection no later than their next class meeting along with any additional assignments or quizzes due that day.

Participation and attendance are key to supporting your journey in your learning experience this semester so when students are not ill, **it is imperative to be engaged in class discussions and collaborating with your instructor and group to learn all you can.**

COURSE OBJECTIVES

Psychology 6330 provides instruction aimed at developing an understanding of psychological measurement and test theory. Course objectives will closely parallel the relevant Standards for Utah School Counselor Programs. Based on these standards, students will gain knowledge of and/or practice with:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
2. Methods of effectively preparing for and conducting initial assessment meetings.
3. Assessments specific to P – 12 education.
4. Use of assessments for diagnostic and intervention planning purposes.
5. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
6. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
7. Reliability and validity in the use of assessments.
8. Use of assessments relevant to academic/educational, career, personal, and social development.
9. Use of environmental assessments and systematic behavioral observations.
10. Use of symptom checklists, and personality and psychological testing.
11. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.
12. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
13. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.
14. A contribution to the competence of students in technology and computer literacy.

KNOWLEDGE AND SKILL OUTCOMES

Knowledge

1. Understand the legal and ethical responsibilities of counseling with minors.

2. Understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues and factors of resiliency on student learning and development.
3. Understand the potential impact of crisis situations and the school emergency management plans and counselor responsibilities in dealing with these potential trauma causing events.
4. Know theory and process of counseling and wellness programs.
5. Know strategies for helping students identify strengths and cope with problems.
6. Understand the influence of how multiple factors affect student functioning.
7. Understand how school-community-family collaboration impacts student development and well-being.

Skills

1. Demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.
2. Demonstrate sample counseling and classroom guidance skills.
3. Demonstrate the ability to use procedures for assessing and managing suicide risk.
4. Demonstrate the ability to recognize personal limitations and readiness to seek supervision.
5. Demonstrate multicultural competencies.

CACREP STANDARDS IN ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

COURSE REQUIREMENTS

1. **Quizzes (10 @ 10 points each = 100 points)**
Throughout the course of the semester (please refer to the class schedule for exact

dates), there will be ten total quizzes, each worth ten points. The quizzes are designed to encourage reading of the text and preparation for class. Questions for the quizzes will be drawn from the chapters and additional readings and will serve to prepare students for exams.

2. **Discussion Boards (10 @ 10 points each = 100 points)**

Each week you will have the opportunity to learn about a “hot topic” in the news and share your thoughts. You will write 200-word reflection and respond to 2 of your peers' thoughts. Please be professional and be courteous with different views that people may have.

3. **Final Exam (1 @ 100 points = 100 points)**

Consisting of definition, multiple choice, brief response, and short essay, the exam will be worth 100 points and cover material from the text and class lecture and will be reviewed the week before the exam in class.

4. **Weekly Assignments (10 @ 25 points each = 250 points)**

There will be weekly assignments that students will start in class with a group that is assigned to them. These assignments are detailed in Canvas along with the assignment requirements and due dates.

5. **Critiques (3 @ 50 points each =150 points)**

Students will be required to complete three critiques (50 points each) related to either a test of intelligence or achievement, an interest inventory and an instrument of the student's choice. Students may take the test firsthand as a part of their experience and then review material on the Internet or published articles summarizing the reliability and validity of the instrument. Brief interpretation of the findings of the test should be included with strengths, limitations, and personal impressions of the test. The following outline will serve as a guide and scoring rubric for the three-page (APA Style) paper organized by the student:

Critiques				
Criteria	Ratings			Pts
Introduction/Brief Description A brief summary of the test being critiqued, the purpose of the test, and a short outline of how it is organized and administered.	6 pts Full Marks	3.6 pts Partial Marks	0 pts No Marks	6 pts
Standardization and Sample Characteristics A brief description of the sampling methods and the demographics of the sample selected for the instrument (% minority/demographics).	12 pts Full Marks	6 pts Partial Marks	0 pts No Marks	12 pts
Reliability/Validity A statistical summary of the instrument and how these properties were determined to establish validity. Review methods/data specific to establishing reliability.	12 pts Full Marks	6 pts Partial Marks	0 pts No Marks	12 pts
Independent Reviews A minimum of two critiques by professionals other than the publisher of the test. Include a brief summary of research on the test and the impressions including strengths and weaknesses of the test.	15 pts Full Marks	7.5 pts Partial Marks	0 pts No Marks	15 pts
Application/Summary A statement of the settings in which the test might be used and the potential value of the instrument in public schools for students, parents, teachers, and counselors. Provide a summary that includes your personal impressions of the test (Four-page limit plus a reference page).	5 pts Full Marks	3 pts Partial Marks	0 pts No Marks	5 pts
Total Points: 50				

CANVAS <https://usu.instructure.com/login>)

This course will be organized and executed via Canvas and supported with in-person learning through lectures, experiential (hands-on) activities, and group discussions. All announcements, assignments, lecture handouts, and grade information will be accessible there. You will need to purchase the one required textbook, *The Ultimate School Counselor's Guide to Assessment and Data Collection* (1st Edition), since this will not be available on Canvas. Canvas resources will be available to you on the login page.

For assistance, contact the University IT Service Desk:

Phone: 1-877-878-8325

Email: servicedesk@usu.edu

Website: <http://it.usu.edu/>

DISABILITY RESOURCE CENTER (DRC) STUDENT ACCOMODATIONS

In cooperation with the Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please inform the instructor prior to the first week of class as to arrangements for necessary accommodations. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center, if requested and as appropriate. The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with

the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille." [Academic Standards Subcommittee Agenda, January 13, 2022 \(usu.edu\)](#)

ACCOMMODATIONS

Students qualify for accommodation services through the Academic Resource Center. The mission of the Academic Resource Center is to provide and promote services to enhance the learning skills, study strategies, and personal attitudes that influence students' academic success. If you would like more information, contact the Academic Resource Center at 797-1128. Students with documented disabilities who need specific accommodations to successfully access the class should contact the instructor during the first week of class to ensure all arrangements for such.

STUDENT RIGHTS

Your rights as a student are listed and described in The Code of Policies and Procedures for Students at Utah State University. I will do all that I can to ensure that your rights will be guaranteed, maintained, and respected in the class. If, however, you feel that your rights have been violated, you are encouraged to pursue due process as outlined in The Code of Policies and Procedures for Students at Utah State University. This may be accessed at http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf. I would strongly encourage any student with a question or concern to speak with me before the problem becomes more than can be successfully managed within the class.

ACADEMIC INTEGRITY – “THE HONOR SYSTEM”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Exposes academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

PLAGARISM

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment,

probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

ACADEMIC HONESTY

Plagiarizing, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an “F” for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings, the results of which may include probation, suspension, expulsion, the assignment of HV (honors violation) to the student’s permanent transcript, etc. See section V1-1 of the Code of Policies and Procedures for Students at USU:

http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf.

GRIEVANCE PROCESS (STUDENT CODE)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

UNEXCUSED ATTENDANCE POLICY

Instructors and programs uphold their own unexcused absence policies to ensure proper education is learned through each course and program. More than three absences per semester may require a specific “probationary consultation” as determined by the program coordinator.

"Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies. The excused absence policy does not guarantee that a student’s absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student’s responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation" (USU, 2022, p. 3).

"Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (USU, 2022, p. 5).

https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2116&context=fs_edpol

LATE ASSIGNMENTS AND MAKE-UPS

Students must complete all class assignments on the day and time specified to receive full credit; **(7:30pm on the due date)** exceptions will be given only in the case of USU-approved absences, legitimate emergencies (e.g., having a baby), or significant illness (e.g., hospitalization or highly contagious disease). You will be required to produce documentation prior to obtaining an extension. **All late assignments will receive an automatic reduction of**

15% per 24-hours late; this deduction will occur for each 24-hour late period regardless of the amount of time the assignment is submitted late (i.e., your score will be reduced by 15% for being 1 sec. through 23 hrs., 59 mins., 59 secs. late and 30% for the next 24-hour period).

GRADING

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester based on 4 overarching areas:

1. **Quizzes (10 @ 10 points each = 100 points)**
2. **Discussion Boards (10 @ 10 points each = 100 points)**
3. **Exam (1 @ 100 points = 100 points)**
4. **Weekly Assignments (10 @ 25 points each = 250 points)**
5. **Critiques (3 @ 50 points each =150 points)**

**Missed classes will result in a loss of attendance and participation points for the day (25 points), unless there are extenuating circumstances, and the absence is discussed in advance with the instructor. Students who miss more than one class without prior approval risk losing all the participation points for the semester and risk passing the course.

Course grades will be as follows:

Letter Grade	Total Points	Percentage
A	930	93.0 – 100%
A-	900	90.0 – 92.9%
B+	870	87.0 – 89.9%
B	830	83.0 – 86.9%
B-	800	80.0 – 82.9%
C+	770	77.0 – 79.9%
C	730	73.0 – 76.9%
C-	700	70.0 – 72.9%
D+	670	67.0 – 69.9%
D	600	60.0 – 64.9%
F	<600	<60%

Students who are close to the cut-points for a higher grade will be evaluated on a case-by-case basis. To be eligible for grade advancement, the student must be within 0.5% of a higher grade (i.e., in order to move from an A- to an A, a student must have a total percentage of 92.5% or greater), must have satisfactorily completed all assignments and must have missed no more than one class session.

INCOMPLETE GRADES

Incomplete grades will not be granted to a student to avoid a failing grade or to give more time to complete the course unless extenuating circumstances beyond the control of the student warrant special consideration. Such considerations will only be made on an individual basis and only if the student has given the instructor adequate time to decide. Final decision of an incomplete grade will be determined by the instructor and will require a written contract signed by both the student and the instructor.

TENTATIVE SCHEDULE

Week/Date	Class Topic/Activity	Reading/Assignments Due	CACREP Standard /Objectives
Week 1 -Sept. 1, 2022	Course Introduction History of Assessment Reliability vs Validity Vocabulary		<u>Objectives</u> 1, 3, 5, 6, 7 <u>CACREP standard</u> 2.F.7. a, f, g, h

Week 2 - Sept 8, 2022	The Value and Purpose of Assessments School Counseling Role in State Assessments and Presentations	Read Chapter 1 Discussion Board- Introduction Assignment – Group Vocabulary Word Quiz - Vocabulary	<u>Objectives</u> 1, 2, 3, 4, 5 <u>CACREP</u> <u>standard</u> 2.F.7. a, b, e, f, g, i
Week 3 -Sept 15, 2022	Process of Assessment and Data Collection	Read Chapter 2 Skim: https://schools.utah.gov/file/94050346-829d-4a19-ae0b-c4d97073b7af Discussion Board Assignment - Group State Assessment Quiz -Chapter 1	<u>Objectives</u> 1, 2, 3, 4, 5 <u>CACREP</u> <u>standard</u> 2.F.7. a, e, f, g, i
Week 4 -Sept 22, 2022	(Dory will visit from 7:00 to 7:30pm USU librarian to discuss how to research, APA formatting) Group Assessment Presentations Proctoring and Testing Ethics	Discussion Board Assignment - Different Types of Assessment Quiz - Chapter 2	<u>Objectives</u> 2, 3, 4, 11 <u>CACREP</u> <u>standard</u> 2.F.7. b, e, i
Week 5 -Sept 29, 2022	Development, Implementation, and Management of your CSCP	Read Chapter 3 and https://files.eric.ed.gov/fulltext/EJ1012301.pdf Discussion Board Assignment – Cheating Quiz - Standard Test Administration and Testing Ethics Policy	<u>Objectives</u> 1, 2, 3, 4, 5 <u>CACREP</u> <u>standard</u> 2.F.7. a,b, e, f, g, i, m
Week 6 - Oct 6, 2022	Assessments to Support Data-Driven Direct Services	Read Chapter 4 Discussion Board Assignment Analyze Data Quiz - Strong Inventory	<u>Objectives</u> 2, 3, 4, 8, 11, 12, 13, 14 <u>CACREP</u> <u>standard</u> 2.F.7. a,b, e, f, g, m
Week 7 - Oct 13, 2022 No class Fall Break	Data-Driven School Counseling Through Informal Assessment	Read Chapter 5 Discussion Board Assignment Quiz	<u>Objectives</u> 2, 3, 4, 9, 10, 11, 14 <u>CACREP</u> <u>standard</u> 2.F.7. b, e, m

Week 8 - Oct 20, 2022	School Counselor's Role in SPED Testing, IEP's, and 504's Testing Accommodations SPED Testing, Guest Speaker	Read Chapter 6 Discussion Board Assignment - Pre/Post Test Quiz – Chapter 4 & 5	<u>Objectives</u> 3, 5, 6, 7, 8, 11, 14 <u>CACREP standard</u> 2.F.7. e, k
Week 9 - Oct 27, 2022	Special Guest – Jullian Morley Strong Inventory Results Using Technology and Accountability Reports to Share Result with Stakeholders	Discussion Board Assignment Quiz	<u>Objectives</u> 2, 3, 4, 5, 9 <u>CACREP standard</u> 2.F.7. a, b, i, j,
Week 10 -Nov 3, 2022	Jessie: DSM-5 in schools	Critique 1 Draft Reading Article	<u>Objectives</u> 4, 9, 10 <u>CACREP standard</u> 2.F.7. c, d, l
Week 11 -Nov 10, 2022	Jessie: DSM-5 in schools continued KTEA Assessment – SPED Testing – Special Guest	Discussion Board Assignment Quiz Critique 1	<u>Objectives</u> 1, 2, 3, 4, 5, 6, 7, 9, 11 <u>CACREP standard</u> 2.F.7. b, i, l
Week 12 - Nov 17, 2022	How to analyze Psychological Assessments and Data Guest Speaker	Discussion Board Assignment Quiz	<u>Objectives</u> 1, 2, 3, 4, 5, 6, 9, 10, 11 <u>CACREP standard</u> 2.F.7. a, b, d, i, k, l
Week 13 - Nov 24, 2022	No Class - Thanksgiving Break	Critique 2	
Week 14 - Dec 1, 2022	Procedures for Assessing and Identifying Trauma/Abuse/Danger to Themselves or Others. Mental and Behavioral Screenings - Guest Speaker	Critique 3 Reading of Articles Study Guide Assignment	<u>Objectives</u> 1, 2, 3, 4, 5, 6, 9, 10, 11 <u>CACREP standard</u> 2.F.7. a, b, c, d, i, j, l
Week 15 - Dec 8, 2022	Final Exam	Final Exam	

**Please note: the instructor reserves the right to modify all dates for assignments, exams, and readings. Modifications to the schedule will be announced in class and via CANVAS at least one week prior to the change. Students will be responsible to know of such changes by attending class or checking Canvas.*