



CEPY: 5220
TESTING, ASSESSMENT, & PSYCHOMETRIC THEORY

New Mexico State University
Department of Counseling and Educational Psychology
MA Clinical Mental Health Counseling Program

**Syllabus is tentative and subject to change.*

* Students are responsible for reading and understanding all components of the syllabus. By enrolling in this course, students are indicating their consent and agreement to comply with all aspects of the syllabus and course.

Instructor: Dr. Mike Kalkbrenner, Ph.D., NCC
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Office: O'Donnell Hall 202 J

Office Hours: By Appointment.

- Appointments are available everyday (including weekends). Please email the instructor to make an appointment.

Required Class Meetings: Mondays, 4:45 pm – 7:15 pm MT in O'Donnell Hall 232

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Required Readings & Materials:

Text Book

Neukrug, E.S., & Fawcett, C.R. (2020). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (Enhanced 3rd ed.). Cengage. ISBN-13: 978-1285454245

Peer-Reviewed Journal Articles (Available on Canvas under the Modules Tab)

Kalkbrenner, M.T. (2021a). Alpha, omega, and *H* internal consistency reliability estimates-reviewing these options and when to use them. *Counseling Outcome Research and Evaluation*. Published online: 30 July 2021. <https://doi.org/10.1080/21501378.2021.1940118>

Kalkbrenner, M.T. (2021b). A practical guide to instrument development and score validation in the social sciences: The MEASURE Approach. *Practical Assessment, Research & Evaluation*. 26, Article 1. <https://doi.org/10.7275/svg4-e671>

Kalkbrenner, M.T. (2021c). Enhancing assessment literacy in professional counseling: A practical overview of factor analysis. *The Professional Counselor*. 11(3), 267-284.

<https://doi.org/10.15241/mtk.11.3.267>

Stemler, S. E., & Naples, A. (2021). Rasch Measurement v. Item Response Theory: Knowing when to cross the line. *Practical Assessment, Research & Evaluation*, Article 26.

<https://doi.org/10.7275/v2gd-4441>

Additional required readings are identified on the course schedule. Please note that all unless otherwise specified required readings are due before the start of class on the day the reading is listed on the course schedule. Secondary/supplemental readings and other materials will be assigned when necessary. Specific uses of such materials will be identified by your instructor in a timely manner.

Recommended Readings:

American Counseling Association website: <http://www.counseling.org>

American Counseling Association (2014). *ACA code of ethics*. Author

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

American Psychological Association (APA) FAQ and information on finding appropriate tests:

<http://www.apa.org/science/faq-findtests.html>

DeVellis, R. F. (2016). *Scale development* (4th ed.). Sage.

*Please note that none of the above (nor any other) online resources are suitable replacements for the text or other required course materials.

Catalog Description of The Course: Selection, administration, and interpretation of tests and other assessment methods. Topics include reliability, validity, norms, cultural factors, and ethics related to appraisal.

General Overview of Course: This course is intended to expose Master's students in clinical mental health counseling and related fields to assessment/appraisal in the counseling process, a vital element that provides information toward appropriate/useful counseling goals and interventions. Students will demonstrate an understanding of assessment/appraisal in multiple settings, including standardized and non-standardized assessment techniques. Students will increase their knowledge in the following domains: Basic descriptive statistics; interpretation of test scores; instrument validity, reliability, practicality, and cross-cultural fairness; ethical practices in assessment (including testing); and ongoing issues pertaining to assessment/appraisal and testing.

This course is also intended as an introduction to the purposes, philosophy, and roles of assessment/appraisal in mental health service delivery. Specific topics will include the assessment interview, development of individualized evaluation plans, psychometric procedures, behavioral

observation/sampling, and interpretation of results to clients. Accordingly, students will be exposed to specific educational and psychological tests. Research bases, non-clinical applications, and sociocultural considerations of assessment/appraisal will be addressed.

Methods of Instruction: This class will be meeting in primarily synchronous face-to-face instruction format (**i.e., students must come to campus to attend class**). The course also includes a variety of readings, activities, and assignments that will be completed outside of class time.

Instructor Availability: The instructor is **very available** for support both in and out of class. Students are encouraged to meet with the instructor throughout the semester to discuss any questions about the course. Email (mkalk001@nmsu.edu) is the best way to get ahold of the instructor.

Students should email the instructor using their NMSU email address. Barring any unforeseen circumstances (e.g., illness, injury, travel...) the instructor will reply to emails within 24-hours. Also, barring any unforeseen circumstances, the instructor will return graded assignments within approximately one week of the due date.

Course Objectives: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

PROFESSIONAL COUNSELING IDENTITY- SECTION 2: F7. RESEARCH AND PROGRAM EVALUATION	
CACREP Standard	Corresponding Course Assignment
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	<ul style="list-style-type: none"> • Mid-Term Exam
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	<ul style="list-style-type: none"> • Interview & Test Report
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<ul style="list-style-type: none"> • Interview & Test Report
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	<ul style="list-style-type: none"> • Interview & Test Report • Mid-Term Exam
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	<ul style="list-style-type: none"> • Interview & Test Report
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	<ul style="list-style-type: none"> • Interview & Test Report • Mid-Term Exam
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of	<ul style="list-style-type: none"> • Mid-Term Exam • Instrument Evaluation

distributions, and correlations	
2.F.7.h. reliability and validity in the use of assessments	<ul style="list-style-type: none"> • Mid-Term Exam • Instrument Evaluation
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	<ul style="list-style-type: none"> • Interview & Test Report • Mid-Term Exam
2.F.7.j. use of environmental assessments and systematic behavioral observations	<ul style="list-style-type: none"> • Interview & Test Report • Mid-Term Exam
2.F.7.k. use of symptom checklists, and personality and psychological testing	<ul style="list-style-type: none"> • Interview & Test Report
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none"> • Interview & Test Report
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<ul style="list-style-type: none"> • Interview & Test Report • Instrument Evaluation
SECTION 5: ENTRY-LEVEL SPECIALTY AREAS: C. CLINICAL MENTAL HEALTH COUNSELING	
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	<ul style="list-style-type: none"> • Interview & Test Report • Mid-Term Exam

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
Assessment and Testing	1. Students will demonstrate their ability to select and critique the psychometric properties of reliable, valid, and cross-culturally fair psychological assessments and be able to administer, interpret, and report the synthesized findings of a psychological test battery.	<i>Interview & Test Report:</i> Students will develop a four-to-five page, single-spaced psychological assessment report that includes a biopsychosocial interview and a mental status examination with a practice client as well as collecting demographic information on their practice client's family background, medical and counseling history, career history, diagnosis, and "other" relevant information. Students will also select five psychologically validated instruments, which they will administer to their practice client, interpret the results, and report the synthesized findings of the test battery. Lastly, students will provide treatment goals

		and recommendations as well as a summary and conclusions section in the test report.
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Course Requirements:

1. Professionalism, Adherence to Ethical Standards, & Receptivity to

Feedback: Students are expected to maintain the highest ethical standards as outlined in this syllabus, the university, college, department and national professional organizations as well as the guidelines in the student handbook. **A student's ability to accept feedback (positive, constructive, and negative) is paramount to their professional development.** Critical or constructive feedback can offer a positive experience that facilitates insight and growth. Students are required to be open to feedback, as one's development as a graduate student and professional is a life-long process. As just one example, it is not acceptable for a student to say that they do not require feedback because they have received positive feedback in the past about their use of a particular skill or competency. **Students have a responsibility to incorporate all of the instructor's feedback to improve their performance and to enhance their development.** If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. A student's unwillingness or lack of receptivity to feedback might result in point deductions or not passing the course (regardless of performance on assignments). Concerns about professionalism might also be brought to the program committee.

Attendance & Participation: Attendance and participation fall under the purview of professionalism, as regular and consistent attendance and participation are expected. Late arrivals/early departures (without approval from the instructor) will be noted by your instructor, and is not desirable in terms of your final grade. Students are expected to be in class at the start of class and remain until the end of class. Students who come in late or leave early may (or may not) receive partial attendance credit at the instructor's discretion. Students are entitled to one absence; however, they might not receive credit for any missed in-class assignments on the day of the absence. In most cases a late arrival/early departure will count as half an absence, however, the instructor reserves the right to deduce more points than half an absence at his discretion based on the nature of the late arrival/early departure. If any portion of the class is meeting online, students are required to keep their video on for the entire class. If a student's video is off during class, they might not receive full (or any) participation credit at the discretion of the instructor. Students should also be fully present during both face-to-face and online classes (i.e., not driving, making dinner, doing chores, or any other activity). A student who is not fully present might receive partial (or no) attendance/participation credit for that class at the instructor's discretion. The point allocation for attendance and participation towards the final course average is listed in the Point Spread for Grade Determination table; however, excessive absences or lack of participation might result in more than the allocated amount of points being deducted from a student's final course grade. Suppose, for example, attendance and participation is worth 10% of the final course average. It is possible that a student might lose more than 10% of their final course

grade for unexcused absences (at the instructor's discretion). If a student is absent from class, they are responsible for finding out what was covered in class on the day of the absence.

Students are entitled to miss one class without point deductions. Beyond this, each missed class will be a 3-point deduction from the student's final grade. Missing more than two classes might result in not passing the course (regardless of performance on assignments). This is based on accreditation standards and the notion that students need to be present to learn and practice the skills introduced in the course. Points are also impacted by participation. A student who does not participate in discussions and/or activities may lose participation points at the instructor's discretion. A student's final participation and attendance grade will be determined by the student's attendance, participation in class activities, and the instructor's subjective evaluation of the student's active involvement in the course. Students are responsible for checking in with the instructor throughout the semester about their participation grades. Students should notify the instructor of an absence prior (ahead of time) to the absence, however, please note that informing the course instructor of an absence does not automatically make it an excused absence (even with a doctor's note or other documentation). In the event that a student's extenuating circumstances prevent the student from attending class, this student's absence(s) might be excused with documentation, however, the decision about whether or not to excuse a student's absence or to allow the student to make up other assignments is entirely at the instructor's discretion. The instructor reserves the right to give a student a make-up assignment to earn back the points that were lost for each excused absence. The instructor also reserves the right to require documentation regarding excused absences, tests, and all other course assignments, which must be submitted before the end of the day (11:59pm) on the last day of class to be considered by the instructor.

Being prepared for (i.e. up-to-date on readings, formulating pertinent questions ...) and engaging respectfully in class discussions, experiential exercises, and small group work is also required. Respectful dialogue is expected. While disagreements or debates can be useful for expanding knowledge and understanding, insults, stereotyping, or derogatory comments are not. The instructor reserves the right to terminate discussions in such cases (though he does not expect to have to do so). The quality of participation will be subjectively evaluated by the instructor; keep in mind that sheer quantity is not the same as quality. The instructor also reserves the right to request that a student leave more space for their classmates to participate. Please advise the instructor if there is a significant reason why you must leave your phone active. Also, please do not take notes on your cell phone. **Successful completion of this course is based on a student's grades and dispositions** both in and out of the classroom as well as online. Thus, it is possible for a student not to pass the course based solely on their dispositions (regardless of their grades or performance on assignments).

2. **Instrument Evaluation Paper:** Students will independently review a salient instrument and complete a written evaluation of the measure's psychometric properties. Papers should be approximately 5-8 pages in length. Papers should be written in APA-style. A title page and references pages are required, however, do not count towards the 5-8 page limit. Students should follow/address all of the criteria on the grading rubric (see the end of this syllabus). **Students are required to select an instrument to evaluate from the approved list** (see the end of this syllabus) **or seek the instructor's approval to evaluate a measure that is not on**

the list. Unless there is a compelling reason (seek instructor approval), students should evaluate the most recent version of the instrument. Students should address all of the criteria on the grading rubric, which is available at the end of this syllabus. Focus on citing primary sources (e.g., peer-reviewed journal articles). Students are encouraged to watch Dr. K's video on searching the library databases to find peer-reviewed journal articles:

<https://www.youtube.com/watch?v=B1r0-ii3kNc>. **Access to a complete copy of the entire instrument is not required to complete this project.** Focus on reviewing/synthesizing the psychometric evidence for the scale based on the extant literature (peer-reviewed journal articles).

- 3. Midterm Exam:** Students will be administered a midterm exam based on the text, additional readings as assigned, and lecture material. **The exam will be in class, closed book, and cover material from readings, lectures, and other class activities.** The content of the exam will consist of the foundational principles of testing, assessment, and psychometric theory, Neukrug and Fawcett (2020): Chapters 1, 5, 6, and 7 as well as the content covered in the Kalkbrenner (2021 **a – c**) peer-reviewed journal articles. However, students are still responsible for the commonly used assessment content, Neukrug and Fawcett (2020): Chapters 8-12 for the purposes comprehensive, credentialing, and/or licensing examinations. The format for the test will be primarily multiple choice with some true/false items. There might also be matching and/or short answer questions. Students are responsible for all material in the text whether the material is covered in class or not. A great amount of additional resources, activities, and videos are integrated into this course. Some chapters or portions of chapters might not be covered during class time. However, students are still held responsible for the text material, as this material might be covered on the test. Failure to take the exam will result in a grade of zero. A Make-up test will only be given in extreme circumstances to be determined at instructor's discretion. **There will be no make-up tests without the prior approval of the instructor.** Prior approval means the instructor's approval must be given before the scheduled test date (i.e., if you miss a test and contact the instructor following the scheduled test date and time, a make-up test will not be approved). Arriving late is a major distraction to other students who are taking the exam and might result in point deductions or a grade of a zero to be determined at the instructor's discretion. The instructor is required to collect the hardcopies of the tests. **As such, students MUST return their test in order to receive credit for taking the test.** Students who do not return copies of their exams will receive a grade of a zero. Students are encouraged to make an appointment with the instructor if they would like to review their test results. Taking pictures (or making copies of the exam questions in any way) before, during, or after taking the exam is strictly forbidden and might result in a grade of a zero, failing the course, and other academic dishonesty penalties sanctioned by the department or university at the discretion of the instructor, department head, or other university official. An exam study guide is available on the last two pages of this syllabus. The instructor reserves the right to switch the exam format to a take-home essay in the event that the university switches to online instruction.

- 4. Interview and Test Report:** Select a practice client (real person), an adult (at least 18 years or older who is **not a relative, significant other, close friend, or classmate**. Before beginning the interview, students **must review the informed consent form** (available on Canvas) and **obtain your practice client's written consent**. Students should not begin working with practice clients until after conducting interviews with clients is reviewed in class. Ideally, students will conduct **interviews with their practice clients approximately two to three weeks before the assignment is due**. However, interviews must be conducted at least 72 hours before the due date. The evaluation will require use of multiple instruments covered in class and discussed in the text. Students are responsible for writing an integrated test report (see the grading rubric and sample test report in Appendix D of the textbook). **Students should format the test report in accordance with the sample test report in Appendix D of the textbook.** The test report must include a synthesis of the assessments and tests listed below. Students may refer to their notes, the text, and/or consult with the instructor about their work on the test report, however, the test report is an individual effort and under no circumstances should students discuss the test report with their classmates or with anyone besides the instructor. Consultation about the test report with anyone besides the instructor constitutes academic dishonesty and will result in a grade of a zero for the test report, possibly not passing the course, and other potential penalties sanctioned by the department and/or university. Students are tasked with interpreting the results of multiple instruments that will be covered in class and discussed in the text. Thus, students should wait until a test is covered in class before attempting to interpret/report the results of the corresponding test in this report. **Final submissions should be five pages, maximum, single-spaced.** An APA-style title page is required, however, the title page does not count towards the 5-page limit.

The test report should include all assessment categories listed in Box 4.5, pp. 76-77 of Chapter 4 of the text. See appendix D, pp. 321 - 326 for a sample test report. Students are also encouraged to review the grading rubric that is available on Canvas and on the last pages of this syllabus.

Required Assessments and Tests

Mental Status Exam (MSE)

O*Net Interest Profiler

Patient Health Questionnaire (PHQ-9) **and/or** Generalized Anxiety Disorder (GAD-7)

Patient Health Questionnaire (PHQ-15)

SASSI **and/or** BAM

16PF

Sentence Completion

House-Tree-Person Drawing Test

APA Style: Unless otherwise specified, all course assignments must be written in accordance with the guidelines provided in the American Psychological Association (APA) Publication Manual, 7th Edition. Students are strongly encouraged to acquire a copy of the APA-7 Publication Manual (see recommended readings) or use The Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html), which is basically an online version of the most recent edition of the APA manual. APA-7 permits the use of the following font styles: 12-point Times New Roman, 11-point Calibri, 11-point Arial, 10-point Lucida Sans, or 11-point Georgia, however for continuity, **12-point Times New**

Roman font should be used in all written assignments in this class. In addition, the formatting guidelines for a **Professional Title Page** (See APA-7 Manual p. 30-31), **not the Student Title Page**, should be **used in all class assignments**. In all written assignments, **avoid using the words “prove” or “cause”** unless one is reporting the results of a true-experimental design. Students are required to follow APA guidelines in all written assignments regardless of whether APA style is directly mentioned in the instructions or on the grading rubric.

Grading Policy: According to the NMSU Graduate Catalog, a grade of A indicates that the student has satisfied all requirements at a level of excellence, while a grade of B indicates a satisfactory level of proficiency. However, a student’s successful completion of the course also depends on professional dispositions. Thus, it is possible for a student not to pass the course based solely on their professional disposition (regardless of performance on assignments).

Withdrawals: Course progress will be monitored continuously, and student standing in the course will be available on request prior to the last day to withdraw from the course with a W. The instructor reserves the right to withdraw a student from the course, however, it is the student’s responsibility to drop or withdraw from the course pursuant to NMSU deadlines and procedures if you do not wish to receive a grade for the course. **The instructor will NOT administratively drop you by the last ‘W’ date** if you have not attended class, have failed to submit assignments resulting in inability to successfully complete the class, cannot pass the class, or for another reason.

Changes to the Syllabus: The instructor reserves the right to make changes to any part of this syllabus (including the due dates and requirements for assignments) and the course schedule at any time. Students may make reasonable suggestions for changes; however, the final decision about whether to implement any recommended changes remains solely with the instructor. With the exception of extenuating circumstances (e.g., illness, injury...), students will be given at least 24 hours’ notice if any changes are made. **It is the students’ responsibility to check Canvas and their NMSU email accounts at least every 24 hours.**

Assignment Submissions and Evaluation Criteria: Unless otherwise specified, all assignments are due before 11:59 pm on the due date indicated on the course schedule and are to be **submitted via Canvas as Microsoft Word documents**. Assignments submitted in other formats might be considered late and may not be graded. Unless otherwise specified, all written assignments should be written in complete paragraphs (i.e., **do not use bulleted or numbered lists**). Microsoft Office is available to students via Google Docs at no cost (see www.my.nmsu.edu). The full version of Microsoft Office is available to students in a variety of computer labs across campus. In addition, students can access Microsoft Office (and a number of other programs) via NMSU’s virtual lab. See the Point Spread for Grade Determination table below for the evaluation criteria for this course. Unless otherwise specified, there will be no resubmissions of any assignment for any credit after the assignment is due. Students must **turn in a clean copy** (i.e., delete old comments and accept all track changes) of all assignments. Any final submissions that are not submitted in clean copy form might be subject to point deductions.

Group Work. Students should pay particular attention to the directions and submission instructions on any group assignments. In some cases, all group members might be required to turn in their own copy of the group assignment. In other instances, only one submission per group might be required. In this case, both group members can turn in their own copy of the assignment if they would like to, however, both group members should make sure to turn in the same copy, as the instructor will grade the first submission that he comes across. Generally, all group members will receive the same grade; however, the instructor reserves the right to assign different grades to each group member at his discretion. Please distribute the workload evenly. If there is an issue in the group, students are encouraged to discuss and try to work out the issue together. If the issue is still not resolved or if a student does not feel comfortable discussing a concern with their group member, they should let the instructor know early on (do not wait until the issue escalates into resentment). In all likelihood, students will work in groups in some capacity in their future careers. Thus, it is important for students to develop and practice interpersonal skills that are necessary for successful group work.

Formative Feedback. The instructor is available to give formative feedback on most assignments **before** they are due. The instructor will provide formative feedback on one draft of an assignment. If a student wants written formative feedback on an assignment before the due date, that student must submit their draft to the instructor at least 7 days before the due date. Students should submit requests for formative feedback to the instructor via their NMSU email address. Dr. K is also available to meet with students to discuss and offer formative feedback on assignments. Openness to feedback is an essential competency in scholarly writing. **Thus, students are expected to incorporate any instructor feedback into their final submission.** Failure to incorporate feedback (formative or summative) might result in point deductions. If a student has questions or reservations about the instructor's feedback, the instructor is very open to setting up a meeting to discuss. However, students should not ignore any of the instructor's formative or summative feedback. When receiving formative feedback from the instructor (or anyone else) students should turn in a clean copy (i.e., delete old comments and accept all track changes) of their final submission. Any final submissions that are not submitted in clean copy form might be subject to point deductions. The criteria on the following Point Spread for Grade Determination table will be used to assign grades:

Point Spread for Grade Determination			
Assignment	Points	Grading Scale	
Professionalism, Attendance, & Participation	15	94 – 100	A
Instrument Evaluation	25	91 – 93.99	A-
Midterm Exam	25	88 – 90.99	B+
Test Report	35	84 – 87.99	B
		81 – 83.99	B-
		78 – 80.99	C+
		74 – 77.99	C
		71 – 73.99	C-
		61 – 70.99	D
		Below 61	F
	Total 100	*The final decimal place for all scores above are recurring (i.e., repeat infinitely).	

- ❖ In addition to the criteria specified in the table above, students are required to adhere to the professional dispositions, communication etiquette, professionalism, diversity, ethical, group discussion, and class conduct requirements specified in the following sections both in and out of the classroom as well as online. Failure to adhere to any of these standards might result in not passing the course regardless of performance on academic assignments.

Incomplete Grades: An incomplete grade for the course may be given at the instructor's discretion if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the courses.

Late Assignments: All assignments must be completed on time and are due by 11:59pm (unless otherwise specified) on the day indicated on the course schedule. Late assignments will usually result in a grade of a zero. Thus, late assignments and/or extensions on the due dates for assignments will only be accepted in extreme circumstances, to be determined at the instructors' discretion, with prior approval from the instructor, and may result in point deductions. Extended due dates for assignments and/or the number points deducted, if any, for a late submission is entirely at the instructor's discretion. Examinations must be taken on the assigned dates unless prior arrangements have been made with the instructor. A student's ability to take responsibility and their professionalism will be considered by the instructor when deciding whether to accept a late submission. Turning in assignments late might also result in delayed feedback and might affect grades on subsequent assignments.

Use of Direct Quotes: In all assignments, direct quotes should be used sparingly, **if at all**, and in an intentional way. Students are responsible for using their own words to demonstrate their understanding of the material. Students are responsible for using appropriate APA-style citations for direct quotes (and in all other elements of their writing). The unnecessary, excessive, or inappropriate use of direct quotes (to be determined by the instructor) in any assignment may result in point deductions (regardless of whether direct quotes are specifically mentioned on a grading rubric).

Students should check with the instructor before using a direct quote in any assignment.

Multiple Submissions: Multiple submissions of previous work is strictly prohibited and will result in a grade of a zero. All submissions should contain a student's original work that has not been submitted in a previous course (including content in this class taken in previous semesters). For students who are retaking the course, they should make noticeable changes (75% + different) to the content of the assignments.

Academic Misconduct: Cheating or academic misconduct will not be tolerated. Refer to the most current NMSU Student Handbook for the University policy on academic misconduct. Plagiarism, for example, is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand and comply with this policy.

Copyright Statement: Unless otherwise specified, all course materials (including but not limited to recordings of instructional videos, PowerPoints, handouts, worksheets...etc.) are the instructor's copyrighted intellectual property and are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use only and should not be shared, reproduced, distributed, or sold in print or digitally outside the course without written permission from the instructor. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Instructors or other staff of the institution reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

Questioning Grades: At times students question grades given for assignments. This is fine. However, the instructor will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one. If you think your work was not graded fairly, you must submit a typed statement within one week of receiving the grade stating why you think your work deserves additional consideration. You must state the specific points you think argue for your getting additional credit and must show that your assignment was not graded as explained in the syllabus, rubric and/or in class. You must be very specific about the reasons why you think the quality of your work should receive a higher grade. It is not sufficient to say that you worked really hard on the assignment, as effort may not equate to the quality of the product. As just one example, it is not acceptable to tell the instructor that another student got a better grade than you and you know that they did the paper the night before the assignment was due. To seek a review of your work, you must attach your original graded assignment to your typed request and submit it to the instructor no later than one week after the assignment was returned to you. **The burden is on you to present your case for reconsideration on the specific merits of your work.**

Professional Dispositions (online & in-person): A safe and supportive learning environment is essential for fostering each student's growth and development. A graduate student's demeanor is crucial in their success. The following guidelines for communication etiquette, ethics, professionalism & diversity, class conduct, and group discussions are intended to promote a positive learning environment for all students in the course and help students to develop appropriate

professional demeanor for their future positions in the field. In addition to the stated academic requirements listed in the academic evaluation criteria section (see above), the instructor and other faculty members regularly discuss each students' development, including but not limited to a review of professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency in the program. Students are also evaluated on their ability to receive feedback (positive and constructive) throughout their time in the course and program. A graduate student's openness and receptivity to feedback is essential for ensuring high quality research and clinical work. Thus, students are required to demonstrate receptiveness to and use of constructive feedback, especially from faculty and supervisors. Unresolved issues related to a student's professional demeanor, ethics, skills, receptivity to feedback, integration of coursework, and proficiency across any area of competency might result in the student not passing the course (regardless of performance on course assignments).

Communication Etiquette

- A. Etiquette involves being respectful in all forms of face-to-face and electronic forms of communication. For example, not using 'ALL CAPS' to indicate anger or annoyance, and using I-statements as much as possible in order to facilitate responsible communication.
- B. I-statements take the form of "I am having a lot of different reactions to your question..." or "It seems to me that ..."
- C. Students should expect that I am aware (or will become aware) of any inappropriate or unprofessional behavior related to the ways and means that students communicate with other students, staff, or faculty.

Professionalism and Diversity: Acting within the bounds of professionalism, the New Mexico State University code of conduct and the student handbook is required both in and out of class as well as online. Encountering new ideas, new ways of knowing and interacting with people different from ourselves are pillars of the college and professional training experience. Remember that "professionalism" and "appropriateness" are culturally-defined concepts. What is considered polite or appropriate communication in one culture (educational environments are a culture as well and, as such, are also included in this statement) may be seen as impolite or inappropriate in another. Sometimes you may inadvertently seem impolite or feel that someone else was being impolite. With the support of the instructor, students are expected to talk it out instead of assuming the person meant to be rude. Intimidating (e.g., racist, sexist, anti-Semitic, homophobic, etc.) language will be challenged in this course. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Class Conduct: Students do not have the right to engage in behavior, which is disruptive or annoying in the classroom. Faculty do have the right to immediately confront any student causing disruptive or annoying behavior, and request cessation of the disturbing behavior. Should any student choose not to respond to a request to cease disruptive or annoying behavior, the faculty member can require that the student leave the classroom to prevent further disruption to the class. Disruptive students are reported to the vice president for student services and to the university hearing officer for disciplinary action under the Code of Student Conduct. Disruptive students might receive point deductions from their final grades at the instructor's discretion. In extreme cases, the instructor

reserves the right to permanently dismiss a student from the course for class conduct/professionalism issues at any time in the semester without any course credit regardless of performance on assignments.

Students are expected to maintain appropriate conduct during class. Examples of classroom disruption include but are not limited to:

- Conversing during a lecture
- Passing notes
- Answering a cell phone, pager, or any other device
- Using computers, tablets, or any other tech device without approval from the instructor
- Completing assignments for other classes (or this one) during class time.
- Interrupting lectures and talking without being called upon
- Leaving and/or entering the classroom without permission
- Arriving late or departing early
- Making threats or verbally insulting the professor or other students
- Any violation(s) of the group discussion guidelines (please see below)
- Any other action or behavior that the instructor warns the student is disruptive to the class. Students will be given one warning to stop this behavior. If the disruptive behavior continues, the student will be required to leave class.

Cell phones, pagers, and other tech devices must be turned off, put away, and out of sight during the entire class period. Students not adhering to this policy will face class conduct penalties as sanctioned by NMSU.

Students who are alleged to be disruptive may be charged with a violation under the Student Disciplinary Policies and Procedures. Sanctions may include a grade penalty or:

1. An Administrative Warning - (May be in writing or given verbally)
2. Disciplinary Probation that may include community service, a grade sanction, or withdrawal from the class
3. Disciplinary Suspension
4. Disciplinary Dismissal
5. Summary Disciplinary Dismissal

All students and instructors are obliged to follow the procedure for documenting the offense as described in the Student Handbook.

Group Discussion Guidelines

To help us have effective and meaningful conversations and learn from each other in a spirit of mutual respect

1. Own what you are saying as your feeling, thought, opinion or belief, and invite others to have different views. **Speak for yourself while remaining curious and open to others.** "I feel angry when I see someone else's feeling hurt by another student, but also I wonder what is going on between those involved that I don't understand."
2. No bullying means no disparaging others, pushing your ideas onto others, trying to get them to give you your way, closing off to other ways of looking at things, or raising your voice with

difficulty calming yourself down. In response to such behavior, it is acceptable to discontinue the discussion and/or ask that person to take time out and come back to discuss the topic when they can calmly express curiosity about other perspectives.

3. To value diversity means there is room for many cultural and individual differences, so no one way is considered the “right” way. Cultural differences should be discussed in inclusive ways to offer multiple options for managing conflicting preferences.
4. Listen more carefully to those we might not agree with or who might not be part of our group. Try to understand what they mean before jumping to conclusions, because overreacting can make misunderstandings worse. Recognize that you may be misinterpreting what is happening and **check out your perceptions directly**: “Can I check out my perceptions about what just happened between us? I want to hear your perceptions, too, and understand what I might be missing.”
5. When there is a group dynamic building negativity toward a person or another group, some balance in response is called for. Empathy for others’ feelings and allowing room for venting may be insufficient, and offering other perspectives can help stabilize the situation. **Direct the speaker to speak to those being discussed in person rather than behind their backs.** Remember that every one of us has both strengths and weaknesses:

Examples of balanced statements:

“You know, so-and-so isn’t very good at __A__, but I’m not very good at __B__.”

“I don’t like the way so-and-so does __C__, but I do like the way so-and-so does __D__.”

Examples of responding to negativity to introduce more balance:

“Does so-and-so do anything that you appreciate?”

“Is there anything you can own, that you contribute to make this situation difficult?”

6. Healthy systems **make room for everyone to be themselves** and make different choices while also maintaining connections, communication, and ethical and professional behavior.

*** By enrolling in this course, students are indicating their consent and agreement to follow all of the professionalism & diversity, class conduct, and group discussion guidelines that are outlined above.** If a student is unwilling to follow these guidelines, they should withdraw from the course immediately. A student who fails to follow any of the communication, etiquette, professionalism & diversity, ethics, class conduct, group discussion guidelines, or any part of the syllabus might be given a warning, required to leave class, not pass the course (regardless of performance/points on assignments), or be suspended/expelled from the course at the instructor’s discretion and/or at the discretion of the NMSU administration.

Writing Center: This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <https://towc.nmsu.edu/>

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)
- [Safari](#)

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. For technical assistance with Canvas, please contact the support team at 646-5125. You can also go to the Student Technology Help [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

Accessibility of eLearning Tools (VPAT Statements)

- **Microsoft Products:** <https://enterprise.microsoft.com/en-us/articles/industries/government/federal/section-508-vpats-for-microsoft-products/>
 - **Adobe Reader:** <https://www.adobe.com/accessibility/compliance.html>
 - **Canvas:** <https://www.canvaslms.com/accessibility>
 - **SPSS:** <http://www-01.ibm.com/support/docview.wss?uid=swg21623489>
 - **Google:** <https://www.google.com/sites/accessibility.html>
 - **Firefox:** https://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html
 - **Safari:** <https://support.apple.com/accessibility/vpat>

Assistance for Members of the Military and Veterans

The Office of Military and Veterans Programs provides services to current and former service members. The office can be reached at:

575-646-4524 or 646-1113 (fax)

mvp@nmsu.edu

Location: **Garcia Annex, Room 144**

Hours: Monday-Friday, 8am-5pm

Undocumented Student Support

Immigration is a complex phenomenon with broad impact, those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested. The Chicano Programs offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. Contact: 575-646-4206 or lgutzspc@nmsu.edu.

Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Main Campus

Disability Access Services
Corbett Center Student Union Room 204
Aaron Salas, Director
575-646-6840
das@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
[Office of Institutional Equity Website](http://www.nmsu.edu/oie)

Other NMSU Resources:

NMSU Main Campus emergency contact information

NMSU Police Department	575-646-3311	www.nmsupolice.com
Aggie Health & Wellness (Medical and Counseling Services)	575-646-1512	www.wellness.nmsu.edu
NMSU Dean of Students	575-646-1722	
For Emergencies	911	

COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections.

Please do not come to class if you are feeling sick; communicate with your instructor about making up any missed classes.

Masks welcome and encouraged for all students

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at now.nmsu.edu.

Vaccination requirements

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through [Med+Proctor](https://now.nmsu.edu). More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

The Crimson Commitment

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:

- ✓ **Get vaccinated** for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason
- ✓ **Monitor myself** for symptoms of COVID-19
- ✓ **Report to the Aggie Health & Wellness Center** or another medical professional if I have symptoms of COVID-19 or other communicable illness
- ✓ **Wash my hands** often with soap and water and/or use hand sanitizer
- ✓ **Wear a mask** if I choose to, or as directed by the latest university guidance
- ✓ **Stay home if I feel ill** or have been around someone ill
- ✓ **Report a positive case** online at now.nmsu.edu and participate in contact tracing if called
- ✓ **Keep up to date with the latest guidance** from experts at NMSU, the NM Department of Health, and the CDC.

I will abide by these practices throughout the year:

- ✓ I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.
- ✓ I will follow instructions regarding seating in campus classrooms.
- ✓ If I am unable to attend an in-person class session due to symptoms of COVID- 9 or another illness, I will communicate with my instructor ahead of time.

If I am unwilling to comply with COVID-safe practices:

- ✓ I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at now.nmsu.edu. In addition, updates are available to students and families through many communication channels.

Links to visit or subscribe are available at now.nmsu.edu/plan/communication-and-information-sharing.html.

Updated 08.08.22

New Mexico State University Resource List

The following are a list of resources that are available to you as a student both on and off of campus.

Campus Resources

Aggie Cupboard	575-646-7636 Website: https://aggiecupboard.nmsu.edu/
Aggie Health and Wellness Center: <ul style="list-style-type: none"> • Health Care • Counseling Services 	(575) 646-1512 Website: https://wellness.nmsu.edu/
C.A.R.E. Team	575-646-1722 Website: https://deanofstudents.nmsu.edu/care-team/
Crisis Services	(575) 646-1512 Website: https://wellness.nmsu.edu/crisis-services/
LGBT+ Programs	(575) 646-7031 Website: https://lgbt.nmsu.edu/
NMSU Police Department	(575) 646-3311 Website: www.nmsupolice.com
NMSU Police Victim Services	(575) 646-3424 Website: https://www.nmsupolice.com/victim-services/
Office of Institutional Equity	(575) 646-3635 Website: https://equity.nmsu.edu/
Stonewall QSA (Queer Straight Alliance)	Website: https://www.facebook.com/nmsustonewallqsa?fref=ts
Student Accessibility Services	575-646-5222 Website: https://sas.nmsu.edu/contact-us/
Student Health Insurance	Website: https://wellness.nmsu.edu/student-health-insurance/
Undocumented Student Support	(575) 646-4206 Website: https://chicano.nmsu.edu/undocumented-

	daca-students/
The NMSU Community Mental Health & Wellness Clinic	(575) 646-5365 Website: https://education.nmsu.edu/students-of-nmsu-can-receive-8-sessions-of-therapy-for-free/
Wellness, Alcohol and Violence Education (WAVE) Program	(575) 646-2813 Website: https://wave.nmsu.edu/
National and Community Resources	
Domestic Violence: La Casa	1 (800) 376-2272
Las Cruces crisis line for children & adolescents 18 years and under	1 (888) 589-3636 (575) 636-3636
Lifeline Crisis Chat	Website: http://www.crisischat.org/chat/
National Suicide Prevention 24 Hour Hotline	1 (800) 273-8255
National Sexual Assault Hotline	1 (800) 656-HOPE Website: https://ohl.rainn.org/online/
National Alliance on Mental Illness	1 (800)-950-6264 Website: http://www.nami.org/
National Institute of Mental Health	1 (866) 615-6464 Website: http://www.nimh.nih.gov/index.shtml
New Mexico Crisis & Access Line	(855) 662-7474
Rape and Sexual Assault: La Pinon Rape Crisis Center	(575) 526-3437 1 (888) 595-7273
Trevor Project Crisis Line-National crisis line for youth, LGBTQ community	1 (866) 488-7386
Veteran's Crisis Line	1 (800) 273-8255 (Press 1)

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Tentative Course Schedule

Class	Date	Topic / Activity	Assignment
*Unless otherwise specified, all chapter readings refer to the Neukrug & Fawcett text.			
1	1-23	Course Overview and History of Testing & Assessment	Chapter 1 Complete the contact information card and upload to the dropbox on Canvas before 11:59pm on 1/23/2023
2	1-30	Correlation and Test Worthiness Part 1: Reliability	Chapter 5 pp. 83-86 & 94-97 Kalkbrenner (2021a)
3	2-6	Test Worthiness Part 2: Validity, Practicality, & Cross-Cultural Fairness	Chapter 5 pp. 85-93
4	2-13	Interviewing and The Assessment Report	Chapter 4
5	2-20	Instrument Development & Score Validation Process	Kalkbrenner (2021b)
6	2-27	Basic Statistics for Testing Introduction to Rasch Measurement and Item Response Theory (IRT)	Chapter 6 Stemler and Adam (2021)
7	3-6	Norms and Test Standardization	Chapter 7
	3-13	Spring Break (no class)	
8	3-20	Using Factor Analysis to Create Measures	Kalkbrenner (2021c)
9	3-27	Finish: Using Factor Analysis to Create Measures Midterm Review Game	Prepare for the midterm
10	4-3	Midterm Exam	
11	4-10	Career and Occupational Assessment: Interest Inventories, Special and Multiple Aptitude Testing	Chapter 10 Instrument Evaluation Paper Due
12	4-17	Clinical Assessment: Objective and Projective Personality Tests	Chapter 11

13	4-24	Assessment of Educational Ability	Chapter 8
14	5-1	Intellectual and Cognitive Functioning: Intelligence Testing & Neuropsychological Assessment	Chapter 9
15	5-8	Informal Assessment	Chapter 12 Test Report Due

Professional Information Background Statement for Instructor

Michael T. Kalkbrenner, Ph.D., NCC
Associate Professor of Counseling and Educational Psychology
New Mexico State University
Las Cruces, NM 88003
mkalk001@nmsu.edu

EDUCATION

- Ph.D. Old Dominion University
Counselor Education and Supervision
CACREP Accredited
- M.S. The College at Brockport, State University of New York
Mental Health Counseling
CACREP Accredited
- B.A. State University of New York at Geneseo
Psychology

BACKGROUND & EXPERIENCE

Dr. Kalkbrenner, Ph.D., NCC, is a tenured Associate Professor of Counseling and Educational Psychology at New Mexico State University. He has taught numerous courses in research methodology, assessment, counseling skills, psychometrics, advanced statistics, human development, substance abuse, counseling theories, program evaluation, practicum, internship, interpersonal skills, and diagnosis & treatment planning to undergraduate, masters, and doctoral students in a variety of specialty areas including counseling, psychology, foundations of education, and curriculum and instruction. Dr. Kalkbrenner has a deep passion for teaching and conducting research. Since 2016, he has published approximately 50 articles in high-impact peer-reviewed journals, using quantitative, qualitative, and mixed-methods research paradigms, and he co-authored a book. He has a particular expertise in psychometrics and multivariate statistics with a focus on the development and validation of psychological screening tools, including the development and validation of scores on seven instruments since 2017. Dr. Kalkbrenner's teaching pedagogy is based on John Dewey's theory of experiential learning and the flipped classroom in which the instructor is responsible for the learning environment and students are responsible for their own learning. Dr. Kalkbrenner has clinical experience providing counseling to a variety of populations in an array of different settings, including medical residents, veterans, college students, and children.

Approved List of Measures for the Instrument Evaluation Assignment

- Students should **select a test from the following list or seek instructor approval to evaluate a test that is not on the list.**
- Unless there is a compelling reason (seek instructor approval), students should evaluate the **most recent version of the instrument.**

Acculturative Family Distancing Scale
 Armed Services Multiple Aptitude Battery (ASVAB)
 Beck Anxiety Inventory (BAI)
 Beck Depression Inventory (BDI)
 Behavior Assessment System for Children (BASC)
 Brief Addiction Monitor (BAM)
 Connectedness to Nature Scale (CNS)
 Conners
 Connor-Davidson Resilience Scale (CD-RISC)
 COPSsystem
 Developmental Assessment of Young Children (DAYC)
 Differential Aptitude Test (DAT)
 Generalized Anxiety Disorder (GAD)-7
 Health-Related Quality of Life (HRQOL)
 Kaufman Assessment Battery for Children
 Kindergarten Readiness Test
 LGBT People of Color Microaggression Scale (LGBT-PCMS)
 Mental Health Inventory (MHI)-5
 Mindful Attention Awareness Scale (MAAS)
 Millon Clinical Multiaxial Inventory (MCMI)
 Minnesota Multiphasic Personality Inventory (MMPI)
 Multidimensional Scale of Perceived Social Support
 Myers-Briggs Type Indicator (MBTI)
 NEO Personality Inventory (NEO)
 Otis-Lennon School Ability Test (OLSAT)
 Patient Health Questionnaire (PHQ)-9
 Patient Health Questionnaire (PHQ)-15
 Physical Appearance Comparison Scale (PACS)
 Professional Quality of Life Scale (PROQOL)
 Post-Traumatic Stress Disorder Checklist (PCL)
 Reynolds Intellectual Assessment Scales
 Self-Directed Search (SDS)
 Sexual Minority Adolescent Stress Inventory
 Sixteen Personality Factor Questionnaire (16PF)
 Standard Comprehensive Adult Needs and Strengths Assessment (ANSA)
 Strong Interest Inventory
 Substance Abuse Subtle Screening Inventory (SASSI)
 Trauma Symptom Checklist for Young Children (TSCYC)
 Vineland Adaptive Behavior Scales
 Wechsler Adult Intelligence Scale (WAIS)
 Wechsler Intelligence Scale for Children (WISC)
 Wide Range Achievement Test (WRAT)
 Woodcock-Johnson



Instrument Evaluation: Grading Rubric

Student's Name:

Component & Corresponding CACREP Standard *Use the headings/subheadings (APA-7 level 1 and 2 headings) in bold below to structure the paper. *Write in complete paragraphs (i.e., do not use bulleted or numbered lists).	Points	Unmet	Met	Exceeds
Description of Assessment *Select an instrument to critique from the approved list. <ol style="list-style-type: none"> Purpose: Describe the purpose or reason the instrument was developed (i.e., why did the test developers create a new measure instead of adapting an existing one)? Population(s) it is designed for and normed with Definition of traits or constructs that the instrument was designed to assess, including identification of subscales (if any) Report the scale(s) of measurement for all scales and subscales. Identification of primary developer(s) <ol style="list-style-type: none"> Composition and the number of items *Include at least one example item (or tell the reader that an example item was not available).	3	0-2.4 Insufficient description of the assessment and/or a number of elements are missing.	2.5-2.7 Sufficient description of the assessment with minimal missing and/or inaccurate information.	2.8-3 Complete description of the assessment with no errors or missing elements.
Reliability and Validity Evidence Reliability Evidence <ol style="list-style-type: none"> Describe and cite forms of reliability evidence, with a focus on internal consistency (Cronbach's coefficient alpha, McDonald's coefficient omega, coefficient <i>H</i>, KR-20, or KR-21). Report reliability coefficients and cite original peer-reviewed sources (not a test manual). Include a review of other forms of reliability (e.g., test-retest, alternative forms, inter-rater...) as applicable. 	7	0-5.9 Demonstrates minimal or inaccurate understanding of reliability and/or validity and/or does not report reliability and/or validity evidence from empirical sources.	6-6.5 Demonstrates a developmentally appropriate understanding of reliability and validity evidence, with minimal missing elements or errors.	6.6-7 Demonstrates exceptional understanding of reliability and validity as well as reporting empirical sources to demonstrate reliability and validity evidence or lack thereof.

Validity Evidence

- c. *Construct Validity*: Describe and cite evidence for construct validity of test scores. Focus primarily on both (a) internal structure (e.g., factor analysis) and (b) relations with other established theoretical constructs (e.g., convergent and divergent validity). For internal structure, report the type of factor analysis (primarily confirmatory) and discuss the strength or lack thereof of the fit between the hypothesized model and the data. For convergent/divergent validity evidence of scores, cite coefficients and discuss the strength (effect size) of the associations between scores on the test and other established measures.
- d. *Criterion Validity*: Including, concurrent and predictive validity evidence (cite coefficients).
- e. *Content Validity*: Methods for maximizing content validity are usually found in the original instrument development study, for example, a theoretical model or framework for item development, theoretical blueprint, expert review, and pilot testing procedures.
- ❖ Reporting an overview of criterion and content validity is encouraged (to the extent that this evidence is available); however, **a discussion of construct validity is required.**

*When reporting reliability and validity evidence of scores, focus on citing primary sources (i.e., **first-hand empirical studies that are published in peer-reviewed journals**). To a lesser extent, secondary sources (i.e., test manuals) can be cited as well.

***Interpret the magnitude of synthesized reliability and validity evidence** (i.e., the strength of evidence across multiple sources rather than just consecutively listing evidence from separate sources).

Practicality/Logistics

- a. Length of time to administer
- b. Who is supposed to administer the assessment (i.e., a clinician, self-rating...)
- c. Ease and readability of items (i.e., item comprehension).
- d. Ease of scoring, interpretation of results and application of

2**0-1.5**

Insufficient description of logistics and/or a number of elements are missing.

1.6-1.8

Sufficient description of logistics with minimal missing and/or inaccurate information.

1.9-2

Complete description of the assessment with no errors or missing elements.

data from respondents.				
<p align="center">Multicultural Considerations</p> <p>a. Discuss (and cite) existing cross-cultural fairness evidence for scores. Then discuss what we need to know about this instrument in order to make multiculturally sensitive and socially just conclusions.</p> <p>b. Consider the instrument's potential utility, or lack thereof, with an array of diverse populations across a variety of demographic and other individual characteristics (e.g., gender identity, ethnic identity, sexual orientation, ability status, age...).</p>	5	0-4 Demonstrates an inadequate ability to recognize and critique the cross-cultural fairness of instrumentation and/or multicultural considerations are missing or insufficient.	4.1-4.6 Demonstrates an adequate ability to recognize and critique the cross-cultural fairness of instrumentation.	4.7-5 Demonstrates an exceptional ability to recognize and critique the cross-cultural fairness of instrumentation.
<p align="center">Critical Analysis</p> <p>Summarize your <u>overall impression</u> of the assessment by <u>synthesizing the information in all five of the previous sections</u>.</p> <p>a. Specifically describe your impression(s) of the instrument in detail and support your conclusions using the information that you reported in the previous sections.</p> <p>b. Discuss how and in what ways you might (or might not) use the instrument with future clients or research study participants.</p> <p>*The critical analysis should be at least one page in length.</p>	8	0-6.5 Demonstrates minimal or inadequate ability to formulate a synthesized critical summary of the assessment and/or does not discuss the potential utility or lack thereof of the instrument in practice.	6.6-7.4 Demonstrates an adequate ability to formulate a synthesized critical summary of the assessment and discuss the potential utility or lack thereof of the instrument in practice, however, with a few missing elements or details.	7.5-8 Demonstrates an exceptional ability to formulate a synthesized critical summary of the assessment and discuss the potential utility or lack thereof of the instrument in practice.
<p>Please note: This assignment will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. Include an APA-style title page and references page. Incorporate all previous feedback (formative and summative) from the instructor. Failure to adhere to any of these requirements might result in point deductions.</p>				
Final Disposition:	___ /25	Unmet 0 -20.4	Met 20.5-23	Exceeds 23.1-25



Test Report: Grading Rubric

Student's Name:

Component & Corresponding CACREP Standard	Points	Unmet	Met	Exceeds
*Use the headings below to structure the paper.				
Demographic Information & Presenting Concern: Includes the following <i>practice client</i> demographic information: name, address, phone, ethnicity, date of interview, date of birth, age, gender, email address, & name of interviewer as well as the following information about the practice client's presenting concern: 1. How was the client referred? 2. What was the reason for the assessment? (CACREP, 2016, 2.F.7.b.)	2	0-1.5 Demographic information and/or description of presenting concern is missing or largely incomplete.	1.6-1.8 Demographic and presenting problem information are complete with minimal missing information.	1.9-2 Demographic and presenting problem information are complete with no missing information.
Family & Cultural Background: 1. Significant factors from family of origin. 2. Significant factors from current family. 3. Other pertinent family background issues (e.g., where the client grew up, children, significant others, and any other pertinent family information). (CACREP, 2016, 2.F.7.b.)	3	0-2.4 Review of family background is missing or largely incomplete.	2.5-2.7 Review includes all of the required items, however, details are missing in some areas.	2.8-3 Includes a brief & comprehensive review of all the required elements.
Significant Medical or Counseling History: 1. Significant medical history, particularly anything related to the client's assessment (e.g., history of trauma, abuse, hospitalization, medical issues leading to mental health issues). 2. Any types and dates of previous counseling. (CACREP, 2016, 2.F.7.d)	3	0-2.4 Significant medical & counseling history is missing or largely incomplete.	2.5-2.7 Significant medical & counseling history is complete, however, details are missing in some areas.	2.8-3 Provides a brief & comprehensive review of all the required elements.
Substance Use & Abuse: 1. Use or abuse of food, tobacco, alcohol, prescription medications, and/or any other drugs. 2. Counseling related to use and abuse. 3. Report the frequency and intensity of use. (CACREP, 2016, 2.F.7.b.)	3	0-2.4 Review does not include all of the required substance use & abuse items.	2.5-2.7 Review includes all or most of the required substance use & abuse items, however, a single element or detail is missing.	2.8-3 Captures a brief and complete overview of substance use & abuse.
Education & Vocational History: 1. Educational history (e.g., level of education). 2. Vocational history and career path. 3. Satisfaction with educational level and career path. 4. Significant leisure activities. Other pertinent information: if relevant, include: 1. Legal concerns. 2. Issues related to identity development. 3. Financial problems. 4.	3	0-2.4 Education & Vocational history or other pertinent information is missing or largely incomplete.	2.5-2.7 Education & Vocational history and other pertinent information is mostly complete, however, a single element or detail is missing.	2.8-3 Provides a brief & comprehensive review of all the required elements.

Other relevant information. (CACREP, 2016, 2.F.7.b.)				
The Mental Status Exam: 1. Appearance, behavior, & attitude. 2. Speech. 3. Affect & Mood. 4. Thought content (including suicidal or homicidal ideations). 5. Thought process. 6. Perceptions (including, delusions, distortions of body image, hallucinations, obsessions). 7. Orientation. 8. Memory and concentration. 9. Insight and judgment. 10. Any other relevant information. (CACREP, 2016, 2.F.7.c; 2.F.7.j.)	6	0-4.9 Review does not include all of the required MSE elements or MSE element(s) are collected, interpreted, or reported incorrectly.	5-5.5 Review includes the majority or all of the required MSE elements, and elements are primarily collected, interpreted, and reported accurately.	5.6-6 Review includes all of the required MSE elements and all of the elements are collected, interpreted, and reported accurately.
Assessment Results: 1. List and describe the tests that were selected and administered. 2. Summarize only the pertinent scores on each test & report the <u>synthesized</u> results of the test battery. 3. Avoid using raw scores and state results in an unbiased manner. 4. Use standardized test scores and/or percentiles whenever possible. (CACREP, 2016, 2.F.7.; 2.F.7.i; 2.F.7.k.; 5.C.1.e.)	6	0-4.9 Demonstrates minimal or inadequate ability to administer, report, and interpret the synthesized results of the test battery.	5-5.5 Demonstrates adequate ability to administer, report, and interpret the synthesized results of the test battery.	5.6-6 Demonstrates an exemplary ability to administer, report, and interpret the synthesized results of the test battery.
Diagnosis: 1. DSM – 5 diagnosis if appropriate. 2. Include any V and/or Z codes if appropriate. 3. Any additional diagnoses such medical, rehabilitation, or other salient factors. (CACREP, 2016, 2.F.7.e.; 2.F.7.l.)	3	0-2.4 Demonstrates minimal or inadequate ability to conceptualize and diagnose, and/or inconsistencies and/or errors in diagnosis.	2.5-2.7 Demonstrates adequate ability to conceptualize and diagnose, however, some inconsistencies and/or errors in diagnosis based on the test report data.	2.8-3 Demonstrates an exemplary ability to conceptualize, diagnose and plan based on the test report data.
Summary, Conclusions, & Recommendations: 1.Integration of all previous information, 2. Descriptions are accurate, succinct, and relevant, 3. Recommendations are provided, and 4. No new information is reported. (CACREP, 2016, 2.F.7.m.)	6	0-4.9 Demonstrates minimal or inadequate ability to summarize and formulate a conclusion based on the synthesized results of the test battery and/or provide appropriate recommendations.	5-5.5 Demonstrates adequate ability, with minimal, if any errors, to summarize and formulate a conclusion based on the synthesized results of the test battery and/or provide appropriate recommendations.	5.6-6 Demonstrates exceptional ability to summarize and formulate a conclusion based on the synthesized results of the test battery and provide appropriate recommendations.
Please note: This assignment will be evaluated for the quality of writing style, including but not limited to: follows standard rules of professional writing according to the most recent version of the APA manual, appropriate length, grammar, sentence structure, spelling, punctuation, and smooth readability. Include an APA-style title page and references page. Incorporate all previous feedback (formative and summative) from the instructor. Failure to adhere to any of these requirements might result in point deductions.				
Final Disposition:	___ /35	Unmet 0 -28.9	Met 29-32.9	Exceeds 33-35

Midterm Exam: Study Guide

** This review sheet is meant to be a guide only. It is important that you study all of the information we covered in class and the reading assignments. This guide is meant to supplement your studying by helping you focus on areas that may require more detail. For the test, you are responsible for information from the text, material given in notes, and material discussed in class. This document is subject to change throughout the semester as the content of the test might slightly evolve based on the progression of the course.*

**All of the information listed below can be found on the course PowerPoint slides and in the course readings (textbook and/or journal articles). Refer to the Kalkbrenner (2021c) article for content about factor analysis (e.g., Eigen values, factor rotation...etc.). Please don't hesitate to contact Dr. K if you have any questions about the material.*

- History of psychometrics
- Eugenics & the testing movement
- Correlation
- Four cornerstones of test worthiness (reliability, validity, practicality, and cross-cultural fairness),
 - Including the major types of reliability and validity evidence of scores.
- Classical Test Theory
- Latent vs. observed variables
- Correlation and the coefficient of determination
- Inter-item correlation matrix: purpose of, range of acceptable inter-item correlations, and the rationale for this range
- Overview of the instrument development and score validation process
- Major approaches to factor analysis and the utility of each approach
 - Including factor extraction methods
- Types of variance in factor analysis (error, unique, & shared)
- 4 major methods for determining the appropriate numbers of factors to extract
- Factor rotation: Two major types and purposes for each type
- Eigen values
- Commonalities (h^2)
- Naming rotated factors
- Structural equation modeling

- Goodness of fit indices
- Extensions of CFA (higher-order and multiple-group)
- Evaluating model fit in CFA