



WAYNE STATE

College of Education

CED 6055: Testing and Assessment for Counselors

COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Lecture

FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

Course Description

Overview of assessing counseling clients including intake, harm, diagnostic, and other assessments.

Course Goal:

Students will be able to locate and administer counseling assessments that are appropriate for diverse counseling clients. Students will also be able to articulate cultural and other limitations associated with major assessments and will develop a framework for integrating assessments with counseling practice.

Method(s) of Instruction: Synchronous Lecture

Course Materials

Required Textbook

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Manuals for each instrument as specified below—available in the CED Counseling and Testing Clinic

Optional Textbooks

ACA 2014 Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: The American Psychiatric Association.

Consumable Testing Materials

The Consumable testing materials can be picked up after May 16, 2019. Students will need to show proof of ID. The Manuals for the test kit is located at the Counseling and Testing Center (3rd floor, Room 309) Education Building. Materials may be picked up Tuesday through Thursday from 3:00 to 7:00 PM. Any materials received from the Counseling and Testing Center must be **personally returned** to the Center at the **end of the term**. The student will be held responsible for any damage or loss of materials.

Course Outcome Alignment with Assignments (& Standards)

2016 CACREP Standard	Learning Outcome	Weeks Taught	Measured With
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2.F.7.a	1) Students will describe the history of assessments in counseling.	Week 1	Midterm
2.F.7.f 2.F.7.g 2.F.7.h	2) Students will identify basic testing and assessment concepts involved in administering and interpreting tests to clients.	Weeks 2-3 & 14	Midterm and Final Exams; Comprehensive Assessment Report
2.F.7.b 2.F.7.e 2.F.7.i 2.F.7.j 2.F.7.k 2.F.8.c 5.C.1.e 5.D.1.f 5.D.3.a	3) Students will identify and/or articulate the purpose and psychometric properties of commonly used diagnostic, needs, career, developmental, environmental, behavioral, and personality assessments.	Weeks 4-13	Midterm and Final Exams; Test Review Paper; Comprehensive Assessment Report
2.F.7.m	4) Students will articulate a conceptual framework for using assessments in culturally relevant ways.	Weekly	Clinical interview; Comprehensive Assessment Report; Midterm and Final Exams

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

Attendance & Participation.....	10 points
Assessment/Clinical Interview.....	20 Points
Comprehensive Assessment Report.....	100 Points
Test Review and Paper.....	30 Points
Midterm Exam.....	50 Points
Final Exam.....	50 Points

Total: 260 points

Grading policies for tests, assignments, and attendance:

1. Students are expected to attend and participate in all classes and all assigned out-of-class activities.
2. Assignments are to be completed on time. Any requests for extensions must be discussed before the due date and extension may, if granted, result in loss of points for grading.
3. All papers should reflect graduate level content and preparation. Careless

preparation and/or inappropriate presentation will adversely affect the grade for that assignment.

4. Incomplete grades are not routinely given. The request for an incomplete grade must be made before the end of the semester. Such requests should be limited to unusual circumstances.

Course Assignments and Exams

Attendance and Participation: (10 points)

This course will involve lecture, discussion, and group activities. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as scheduled. Attendance is mandatory and is required at all class sessions. Please note that Incomplete Grades will only be given under extreme circumstances.

One absence = 5/10

Two absences = 3/10

Three absences or more = failing grade for class

Assessment/clinical interview: (20 points)

Students will be required to conduct an Assessment Interview and Case History of one individual. Please see handout for specific areas to cover. Results of the Assessment Interview should be submitted as a report.

Comprehensive assessment report including administration and scoring of tests and final report: (100 points)

Complete an assessment report in accordance with the recommendations provided in class. You will be provided with an incomplete report that includes the initial sections (referral issues, presenting problems and symptoms, psychosocial background information, and mental status exam). You will also be provided with various test protocols, including BECK Scales, WRAT-IV, CAPS, and SASSI-IV. Your task is to complete the testing section, provide a diagnostic impression, write a summary, and provide a conceptual formulation that integrates all the information. Your report should also include treatment implications, prognosis, and some recommendations. Each student will be required to administer, score, and interpret various assessment tools throughout the semester. Your goal is to (a) score the protocol, (b) determine diagnostic impression (if any), and (c) write a brief report. This is a training exercise that allows you to start developing the competence required in scoring and interpreting results and writing reports.

Point Distribution Across Comprehensive Assessment Report:

Areas	Points
Identifying Info	2.5 points
Reason for referral	2.5 points
Background info	5 points
Tests administered <ul style="list-style-type: none">• WRAT-IV• CAPS # 2• 16-PF• BECK Scales• SASSI	20 points
Behavioral Observations and clinical info	15 points
Test results and interpretation	20 points
Summary and diagnostic impressions	20 points

Recommendations	15 points
Total	100 points
*** Please refer to PowerPoints and the book for more information on areas. Formatting, grammar, and clinical writing ability will be factored into all areas.	

Test Review and Paper: (30 points)

Students will be required to write a paper on a selected instrument assigned by the instructor.

The paper should include:

- Purpose of the test or how it can be used as a counseling tool and application of the assessment
- Standardization, administration/setting
- Theoretical background
- Scales/description
- Scoring procedures
- Psychometric properties
- Other relevant additional information (e.g. where the instrument can be obtained, test user qualifications).

Midterm and Final Exams: (50 points each; 100 points total)

The midterm exam will cover all content covered before it. The final exam is noncumulative, and covers everything after the midterm.

Tentative Course Schedule

Week #	Week Date	Topic	Assignments
1		Introduction to Assessment Phases in Clinical Assessment The Assessment Interview Writing a Psychological/Educational Report	Chapters 1, 2, 16 Handouts Conduct Clinical Interview
2-3		Methods and Sources of Assessment Information <ul style="list-style-type: none"> • Interviewing • Observation Understanding Assessment Scores Measurement Principles Selecting, Administering, Scoring, and Interpreting Assessment Results Ethical & Legal Issues in Assessment Structured Clinical Interview for the DSM Clinical Writing	Clinical Interview Due (on Canvas) Handouts Chapters 2-6, 17
4-5		Assessment of Achievement Assessment of Intelligence and General Ability Assessment of Aptitude	Chapters 8, 9, 10
6		Administer WRAT-4 <ul style="list-style-type: none"> • (Blue Form, Green Form) Career Ability Placement Survey (CAPS) Administer and Score CAPS	WRAT-4 manual
7		MIDTERM EXAM—in class	
8-9		Career and Employment Assessment Assessing Personality	Chapters 11, 12 16 PF administration manual

		Administer Personality Assessment <ul style="list-style-type: none"> • 16 Personality Factors Questionnaire Career Ability Placement Survey (CAPS) Administer and Score CAPS Other Personality Assessment Review (MMPI)	CAPS administration manual Test Review Paper due
10-11		Brief Instrument for Treatment Planning, Monitoring, and Outcome Assessment Assessment of Substance Abuse Administer Beck Scales <ul style="list-style-type: none"> • Beck Depression Inventory—II • Beck Anxiety Inventory Administer the State-Trait Anxiety Inventory (STAI) SASSI Assessment (bring to class)	Handouts on BDI, BAI, STAI, SASSI
12		Score and interpret assessments/integrate test data	
13		Communicating Assessment Results Clinical Assessment & Diagnosis <ul style="list-style-type: none"> • DSM-5 • Mental Status Assessment Assessment in Education Communicating Assessment Results Assessing Diverse Populations Vocational/Employment Assessment Review and Practice	Chapters 13, 14
14		Integrating Test Data and Report Writing	Competencies Paper due
15		FINAL EXAM--Online	

Class Policies

Expectations for Students

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are

encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.

8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.

10. Students must be able to regularly use a computer with internet access.

11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that*

getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](#) or [Chat](#) online with a professional support specialist.

Please visit [TitleIX.wayne.edu](#) to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](#) to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- **Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- **Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- **Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:

http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction)

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.