Course Information
Title: Testing and Assessment for Counselors
SAC (Subject Area Code) & Number: CED
Section: 37820
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information
Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin 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.
Course Learning Outcomes

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

**Required Textbook**


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

**Optional Textbooks**


**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.

**Assessment of Student Performance**

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td>Assessment/Clinical Interview</td>
<td>20</td>
</tr>
<tr>
<td>Comprehensive Assessment Report</td>
<td>100</td>
</tr>
<tr>
<td>Test Review and Paper</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
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</tbody>
</table>

**Total: 260 points**

**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:

<table>
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<tr>
<th>Areas</th>
<th>Points</th>
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<tbody>
<tr>
<td>Identifying Info</td>
<td>2.5 points</td>
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<tr>
<td>Reason for referral</td>
<td>2.5 points</td>
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<tr>
<td>Background info</td>
<td>5 points</td>
</tr>
<tr>
<td>Tests administered</td>
<td>20 points</td>
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<tr>
<td>• WRAT-IV</td>
<td></td>
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<tr>
<td>• CAPS # 2</td>
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<tr>
<td>• 16-PF</td>
<td></td>
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<tr>
<td>• BECK Scales</td>
<td></td>
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<tr>
<td>• SASSI</td>
<td></td>
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<tr>
<td>Behavioral Observations and clinical info</td>
<td>15 points</td>
</tr>
<tr>
<td>Test results and interpretation</td>
<td>20 points</td>
</tr>
<tr>
<td>Summary and diagnostic impressions</td>
<td>20 points</td>
</tr>
<tr>
<td>Recommendations</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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*** 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.

**Grading System**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
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</table>

**Class Policies**

**Professionalism**

Evaluation procedures for prospective professional counselors are unique, as they include evaluating students based on their professional dispositions. In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the Expectations for Students. A single percent will be deducted from a student’s final grade for each minor incongruence. Multiple percentages points will be deducted for major deviations from the expectations. Point deductions are at the instructor’s discretion.

**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.

**Confidentiality**

Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency or authorities. Court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.
Submitting Assignments

As assignments will be turned in via Canvas, late assignments will not be accepted. Students are responsible for verifying that assignments successfully uploaded to Canvas. If Canvas is malfunctioning, please email your assignment to the instructor ASAP, to avoid being penalized. Assignments that are not received via Canvas or email prior to the deadline will not be graded. All assignments are due at the start of class meeting on the due date.

Papers and Reports

1. All formal papers are to be typed.
2. Use APA format for all formal papers:
   a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
   b. Spelling and grammar are important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
   c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action.

Attendance Policy

Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

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 (edited statement from the SDS web site):

- 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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication**: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
• **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

• **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.

• **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**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

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.

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 (coe.wayne.edu/tbf/counseling/center-index.php). 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.

Online Course Policies

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Week Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 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  
• 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  
• (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  
Administer Personality Assessment  
• 16 Personality Factors Questionnaire  
Career Ability Placement Survey (CAPS)  
Administer and Score CAPS  
Other Personality Assessment Review (MMPI) | Chapters 11, 12  
16 PF administration manual  
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  
• 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 | Chapters 13, 14 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>• DSM-5</td>
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<td></td>
<td>• Mental Status Assessment</td>
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<td>Assessment in Education</td>
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<td>Communicating Assessment Results</td>
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<td>Assessing Diverse Populations</td>
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<td></td>
<td>Vocational/Employment Assessment Review and Practice</td>
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<tr>
<td>14</td>
<td>Integrating Test Data and Report Writing</td>
<td>Competencies Paper due</td>
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<tr>
<td>15</td>
<td>FINAL EXAM--Online</td>
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*Instructor reserves the right to amend syllabus at any time*