

APCE 673

Appraisal and Assessment in Counseling

Summer 2022
July 15-17; July 29-31

Instructor: Stephen L. Wright, Ph.D., LP, LPC
Class Meets: Lowry
Credits: 3.0
Location/Room: Lowry/Denver

Office: McKee Hall 200-A
Office Hours: Monday 12pm-4
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Prerequisites: None

Please note: PowerPoint presentations are accessible in Canvas and will follow the course outline.

Course Description: This course features an overview of individual and group approaches to assessment used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties.

Course Objectives: The purpose of this course is to provide students with the knowledge and skills to perform and evaluate psychological assessment (defined broadly) based upon theoretical, empirical, and practical considerations in a multicultural society. The objectives of the course include the below knowledge and skill outcomes.

Knowledge and Skill Outcomes: Upon successful completion of this course students will have knowledge of and understand the:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP Standard: 2.F.7.a). exams, presentation, class discussion,
2. Methods of effectively preparing for and conducting initial assessment meetings (CACREP Standard: 2.F.7.b). exams, presentation, class discussion, classroom activities, role plays
3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP Standard: 2.F.7.c). exams, class discussion, classroom activities, role plays, paper
4. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d). exams, class discussion, classroom activities, role plays, paper
5. Use of assessments for diagnostic and intervention planning purposes (CACREP Standard: 2.F.7.e). exams, presentation, class discussion, classroom activities, role plays, leading class discussion, paper
6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments (CACREP Standard: 2.F.7.f). exams, presentation, class discussion, paper
7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP Standard: 2.F.7.g). exams, presentation, class discussion, paper
8. Reliability and validity in the use of assessments (CACREP Standard: 2.F.7.h). exams, presentation, class discussion, leading class discussion, paper
9. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP Standard: 2.F.7.i). exams, presentation, class discussion, leading class discussion, paper
10. Use of environmental assessments and systematic behavioral observations (CACREP Standard: 2.F.7.j). exams, presentation, class discussion,
11. Use of symptom checklists, and personality and psychological testing (CACREP Standard: 2.F.7.k). exams, presentation, class discussion
12. Use of assessment results to diagnose developmental, behavioral and mental disorders (CACREP Standard: 2.F.7.l). exams, presentation, class discussion, paper

13. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP Standard: 2.F.7.m). exams, presentation, class discussion
14. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP Standard: 2.F.8.a) exams, presentation, leading class discussion, paper
15. Statistical methods used in conducting research and program evaluation (CACREP Standard: 2.F.8.h). exams, presentation, class discussion, classroom activities
16. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP Standard: 2.F.8.j). exams, presentation, class discussion, classroom activities
17. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP CMHC Standard: 5.C.3.a). exams, presentation, leading class discussion, paper

**The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard*

Course Content: This course is designed to meet the CACREP 2016 Standards for Assessment and Testing. Course content includes the history of assessment procedures, types of assessment, technological applications of assessment, culturally appropriate/sensitive assessment, basic statistical procedures, appropriate assessment selection, types of psychological tests (i.e. intellectual, academic, achievement, personality, behavior rating scales, adaptive behavior scales), diagnostic interview techniques, and responsible and ethical use of assessments.

Methods: Methods of instruction include, but are not limited to the following: readings, lectures, classroom discussions, classroom activities, exams, paper/report, presentations, and role plays.

Required Texts:

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Brooks/Cole.

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

*Additional readings will be assigned by the instructor

Recommended Readings: see reference list at the end of the syllabus

Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

Recording Devices: Using recording devices or recording software/apps during class (online or in-person) of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Resource Center must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program. **Social Media:** There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Electronic Devices: Using electronic devices (e.g., computers, iPads, phones) during class (online or in-person) for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Violations may result in reduction in final grade or failure of the course.

University Statement:

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Course Requirements and Evaluation:
(Used to achieve course objectives listed above)

Class Group Presentation Project (50 points): As a small group, you will work with one or two other individual(s) from this class and are required to select an assessment tool that is commonly used in the field. Your group will present the assessment to the class by 1) providing a detailed handout/outline of the assessment tool and 2) a step-by-step guide on how to use the assessment. The counseling and psychological journals used to lead your small group discussions are excellent sources to find assessment tools. Your handout should briefly include the following: purpose of the assessment or how it can be used as a counseling tool; standardization, administration/setting; theoretical background; scales/description; scoring procedures; psychometric properties (reliability & validity); and other relevant additional information (e.g. where the instrument can be obtained, test user qualifications). Please see the outline for “Evaluating Psychological Tests” listed at the end of the syllabus and closely follow this outline.

Your handout should also provide a step-by-step guide on how to use the assessment in clinical practice with a client (see “Step-by-Step Assessment How to Guide” at the end of the syllabus). All topics/tests must receive prior approval by the instructor. You will also be expected to provide the entire class with the following: 1) the assessment; 2) outline evaluating the assessment; and 3) a handout that provides a step-by-step assessment guide on how to use it in clinical practice. Each individual is expected to equally collaborate on the project. Please adhere to all copyrights.

Telehealth Summary Application (15 points): You will be required to review practice articles related to telehealth services and provide a 1-page single spaced summary application for you as a professional counselor and the assessment process. Please make sure to consider the relevant ethical codes (e.g., ACA Code of Ethics: Section H; Distance Counseling, Technology, and Social Media). You will review the following three documents:

- 1) American Psychological Association (2013). Guidelines for the practice of telepsychology. *American Psychologist*, 68, 791–800. doi: 10.1037/a0035001.
- 2) Martin, J. N., Millán, F., & Campbell, L. F. (2020). Telepsychology practice: Primer and first steps. *Practice Innovations*, 5, 114-127. doi: <http://dx.doi.org/10.1037/pri000011>
- 3) ACA – Effective Remote Counseling (telebehavioral health)

After reviewing these three articles, your 1 page summary application should address the following points specific to you as a future professional counselor as it relates to appraisal and assessment:

1. What was most helpful for you to consider in using telehealth as a professional counselor?
2. What barriers would you anticipate in using telehealth?
3. What aspects did you not previously consider in using telehealth?

Telehealth Intake Assessment Report (50): You will be randomly assigned with a student in this class to perform an intake assessment using telehealth through an online application (e.g., Zoom, Teams). It is expected that you have your video screen turned on and you are displayed in the video screen. You should behave in a professional manner as you would be expected in a professional counseling setting. Please be aware of your background surroundings to ensure a professional environment is being seen by others.

After you conduct the clinical/diagnostic interview with the pseudo/volunteer client/student, you will then write an assessment report. Your report should include a thorough psychosocial history, mini-mental status exam & MSE information, risk assessment, diagnostic impressions, treatment recommendations, and any appropriate assessment data. You should use all the data to formulate your diagnostic impressions based on your hypotheses. Your treatment recommendations should help address the presenting problem of the client and should be based on all the information gathered during the interview, as well as any assessment data. Make sure you provide a thorough rationale for each treatment recommendation and a minimum of 5 recommendations are expected. As part of your recommendations, make sure you provide

concrete treatment objectives for each recommendation. Although this is not included in a typical report, on a separate page you should discuss disconfirmatory, confirmatory, and alternative hypotheses that could explain the clinical issues (see Spengler et al., 1995; Tracey et al., 2014). Based on current empirical research, you also need to describe 3 debiasing strategies that can be used to help increase your clinical judgment accuracy as a counselor (see references listed at the end of the syllabus for helpful empirical articles). *Please note:* Your report is based on fictitious information and should not include any identifying client information. *Writing standards:* Your paper should be no more than 3 pages single spaced. As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from any grammatical and spelling errors. The finished product of this report is expected to be at the quality closely representative of a professional report.

Leading Small Group Class Discussions (25 points): Each student will review an article that addresses a contemporary issue on the topic related to psychological assessment in the counseling field and lead a small group class discussion. Your article must have been published in the last 3 years. You will be responsible for providing an outline (1 page, single spaced) of the article to the class, 3 – 4 class discussion questions, and then facilitate the discussion in a small group format. Your outline should include at minimum: an overview, strengths, limitations, research implications, and counseling implications. The number of small groups will be determined based on class size. The article must be from one of the following journals:

- *Measurement and Evaluation in Counseling and Development*
- *Journal of Personality Assessment*
- *Psychological Assessment*
- *Assessment* (all journals are accessible on-line through UNC's library).

Attendance and Active Participation (10 points): Attendance and participation related to academic content are expected at all required class meetings. You should NOT assume that you will receive all attendance and participation points for only attending class; you must earn the points, just as you do with any other assignment. **Participation:** You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others, as well as maintaining a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. Class participation is defined as provoking thought and furthering discussions. Points will be lost for nonparticipation such as showing off one’s knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one’s own agenda. **Attendance:** Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class.

Exams (100 points): There will be two exams that will cover the information from class readings, lectures, and class discussion.

Please note: In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Readings and Assignments: Students are expected to have completed the assigned readings prior to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade (i.e., 10 points per day is deducted for turning in work late).

Knowledge Learning Outcomes Assessed: Assessment – Students will demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings, including: selecting appropriate assessments, the use of standardized assessments, conducting intakes and interviews, and engaging in risk assessments. At the end of this course, students' learning will be assessed as it applies to appraisal and assessment in counseling including: foundations, assessment of risk, diagnostics and intervention, basic concepts, and ethics and diversity. The methods of instruction including, but not limited to: readings, lectures, classroom discussions and activities, role plays, exams, paper/report, and presentations, which will be used to inform the evaluation and completion of the “APCE 673 Appraisal and Assessment in Counseling Assessment Rubric” See rubric listed at the end of the syllabus.

Possible point values in each area are as follows:	TOTAL POSSIBLE POINTS = 250
Class Group Presentation Project	50
Telehealth Summary Application	15
Telehealth Intake Assessment Report	50
Leading Small Group Class Discussions	25
Attendance and Participation	10
Exams	100

All assignments must be uploaded through Canvas by the due date listed on the Course Outline

Grading Scale:

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

Course Outline

PowerPoint presentations are accessible in Canvas and will follow the course outline.

Readings should be completed by the day they are listed

Additional documents and articles are also provided in Canvas.

Friday – Day 1

- Introductions and group assignments
- Review the Syllabus
- Whiston (2017) Ch 1 – Assessment in counseling
- Whiston (2017) Ch 2 – Basic assessment principles
- Whiston (2017) Ch 3 – Reliability
- Whiston (2017) Ch 4 – Validity and item analysis
- Whiston (2017) Ch 5 – Ethical and Legal Issues in Assessment
- Multicultural Assessment Whiston (2017) Ch 6 – Issues related to assessment with diverse populations
 - Supplemental reading that is NOT required:
 - Ridley, C. R., Li, C. L., & Hill, C. L. (1998). Multicultural assessment: Reexamination, reconceptualization, and practical application. *The Counseling Psychologist, 26*, 827-910

Saturday – Day 2

- Whiston (2017) Ch 7 – Selection, administration, scoring, and communicating assessment results
- Whiston (2017) Ch 8 – Initial assessment in counseling; Sommers-Flanagan & Sommers-Flanagan, (2009)
- Diagnostic Interviewing (Zimmerman, 2013); Sommers-Flanagan & Sommers-Flanagan, (2009)
- Mental Status Examination (Zimmerman, 2013); Sommers-Flanagan & Sommers-Flanagan, (2009)
- Whiston (2017) Ch 9 – Intelligence and general ability testing (2013, Ch7)
- Whiston (2017) Ch 10 – Assessing achievement and aptitude: Applications for counseling (2013, Ch8)

Sunday – Day 3

- Report Writing
- Diagnostic Impressions
- Treatment Planning
- Whiston (2017) Ch 11 – Assessment in career counseling
- Whiston (2017) Ch 12 – Appraisal of Personality
- Whiston (2017) Ch 15 - Diagnosis

Exam 1

Friday – Day 4

- Whiston (2017) Ch 13 – Behavioral assessment
- Whiston (2017) Ch 14 – Assessment in marriage and family counseling
- Whiston (2017) Ch 16 – Monitoring and Evaluating Counseling
- Outcome Questionnaire – 45.2
- Beck Assessments
- Conducting a Suicide Assessment
 - Sommers-Flanagan, J., & Shaw, S. L. (2017)

DUE = Leading Small Group Class Discussions

Saturday – Day 5

- Clinical versus Statistical Prediction
 - Ægisdóttir, S., White, M. J., Spengler, P. M., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist, 34*, 341-382.
 - Supplemental reading that is NOT required:
 - Ægisdóttir, S., Spengler, P. M., & White, M. J. (2006). Should I pack my umbrella? Clinical versus statistical prediction of mental health decisions. *The Counseling Psychologist, 34*, 410-419.
- Heuristics and Biases
- De-biasing strategies
 - Spengler, P. M., Strohmer, D. M., Dixon, D. N., & Shivy, V. A. (1995). A scientist-practitioner model of psychological assessment: Implications for training, practice, and research. *The Counseling Psychologist, 23*, 506-534.
 - Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal. *American Psychologist, 69*, 218-229. doi: 10.1037/a0035099
- Clinical Judgment
 - Spengler, P. M., White, M. J., Ægisdóttir, S., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2009). The meta-analysis of clinical judgment project: Effects of experience on judgment accuracy. *The Counseling Psychologist, 37*, 350-399.

Sunday – Day 6

- Ethics to Telehealth
 - ACA Code of Ethics - Section H
- ACA – Effective Remote Counseling (telebehavioral health)
- Telehealth overview and assessment process.
 - Martin, J. N., Millán, F., & Campbell, L. F. (2020). Telepsychology practice: Primer and first steps. *Practice Innovations*. Advance online publication. <http://dx.doi.org/10.1037/pri000011>
 - Guidance on psychological tele-assessment during the COVID-19 crisis.
 - provided by the Boards of the Society for Personality Assessment and Section IX (Assessment)
 - How to do psychological testing via telehealth
- Psychological Masquerade
 - Supplemental readings that are NOT required:
 - Taylor (2007), Ch 1 & 3

DUE = Class Group Presentation Project

DUE = Telehealth Summary Application

DUE = Telehealth Intake Assessment Report

Exam 2 – Final

**THIS COURSE SCHEDULE SYLLABUS IS SUBJECT TO CHANGE
ADDITIONAL READINGS MAY BE ANNOUNCED**

Evaluation of Psychological Tests

***NOTE: *This is a sample outline only, more/less information may be needed depending on the test*

Author and Date Published: _____
 Publisher: _____

Length: _____
 Qualifications: Level ____

- I. **Purpose** – What was it designed to measure and how can it be used? Describe the practical application of the instrument.
 - a. Treatment planning–
 - b. Intervention –
 - c. Outcome measure–

- II. **Standardization**
 - a. Norm Group –
 - b. Population/Age – What is the age range?
 - c. Multicultural Norms–
 - d. Additional Norms Established

- III. **Administration/Setting**
 - a. What type of setting is it used in?
 - b. How long does it take to administer?
 - c. Is it a self-administered questionnaire?
 - d. Can it be adapted for use in interview studies?
 - e. Is it administered individually and/or in a group?
 - f. Can it be computer administered?
 - g. Can it be completed on-line via the internet?
 - h. Qualification Level:

- IV. **Theoretical Background** – what are the theoretical constructs being measure?

- V. **Scales/Description** –
 - a. How many items are there?
 - b. How many factors/subscales are there?
 - c. What do the subscales measure?

- VI. **Scoring**
 - a. How is it scored (hand scored or computer scored)?
 - b. Range of scores - What do the scores mean?

- VII. **Reliability** – list all types of reliability tested (e.g. test-retest, Cronbach’s Alpha...). If applicable, include reliability estimates for each subscale and total scale

- VIII. **Validity** – list types of validity that were tested (e.g. Content, Criterion, Construct...)

- IX. **Strengths**

- X. **Weaknesses**

- XI. **Additional Information**
 - a. **Alternate forms** – Are there other versions or forms available (e.g. short-forms)?
 - b. **Cost** – What is included in the cost (e.g. manual, scoring forms/software)?
 - c. **Publisher** – how to obtain the instrument
 - d. **Journal** – list the reference if published in a journal

Step-By-Step Assessment How to Guide:

Give a summary of how to use this assessment with a client. How do you administer the assessment, score it, and then interpret the results for the client? Below is an example based on the Outcome Questionnaire 45.2.

Example Guide for the Outcome Questionnaire 45.2 (OQ-45)

1. Use with clients age 17-80
2. Provide the OQ-45 assessment to the client prior to the session beginning in the waiting room. Ask the client to arrive 5-10 minutes prior to their session starting.
3. Next, score the assessment before the session starts. It takes approximately 2 minutes to score.
4. Review and interpret scores with the client at the start of the session. Higher scores indicate higher levels of overall distress.
 - a. Make sure to review any items related to suicide or substance use with the client and provide treatment accordingly.
5. Talk about current coping skills that the client may utilize during the week to help with lowering current distress levels (e.g., meditation, exercise, self-care activities).
6. Connect current distress levels with on-going counseling treatment plan.
7. Discuss any prior scores with the client to help demonstrate the positive outcome counseling is having with the client.
 - a. For example, review weekly scores and discuss how their levels of distress have been getting lower each week as a result of the counseling process.
 - b. Modify the counseling treatment plan as needed based on the change in scores

Recommended Readings

References

- Ægisdóttir, S., Spengler, P. M., & White, M. J. (2006). Should I pack my umbrella? Clinical versus statistical prediction of mental health decisions. *The Counseling Psychologist, 34*, 410-419.
- Ægisdóttir, S., White, M. J., Spengler, P. M., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist, 34*, 341-382.
- American Psychological Association (2013). Guidelines for the practice of telepsychology. *American Psychologist, 68*, 791–800. doi: 10.1037/a0035001.
- Jobes, D. A., & Drozd, J. F. (2004). The CAMS approach to working with suicidal patients. *Journal of Contemporary Psychotherapy, 34*, 73-85.
- Jobes, D. A., Jacoby, A. M., Cimboric, P., & Hustead, L. T. (1997). Assessment and treatment of suicidal clients in a university counseling center. *Journal of Counseling Psychology, 44*, 368-377.
- Martin, J. N., Millán, F., & Campbell, L. F. (2020). Telepsychology practice: Primer and first steps. *Practice Innovations*. Advance online publication. <http://dx.doi.org/10.1037/pri000011>
- Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development, 78*, 357-364.
- Ridley, C. R., Li, C. L., & Hill, C. L. (1998). Multicultural assessment: Reexamination, reconceptualization, and practical application. *The Counseling Psychologist, 26*, 827-910
- Rosenberg, J. I. (1999). Suicide prevention: An integrated training model using affective and action-based interventions. *Professional Psychology: Research and Practice, 30*, 83-87.
- Spengler, P. M., White, M. J., Ægisdóttir, S., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2009). The meta-analysis of clinical judgment project: Effects of experience on judgment accuracy. *The Counseling Psychologist, 37*, 350-399.
- Spengler, P. M., Strohmer, D. M., Dixon, D. N., & Shivy, V. A. (1995). A scientist-practitioner model of psychological assessment: Implications for training, practice, and research. *The*

Counseling Psychologist, 23, 506-534.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2009). *Clinical interviewing* (4th ed).

Hoboken, NJ: Wiley & Sons.

Sommers-Flanagan, J., & Shaw, S. L. (2017). Suicide risk assessment: What psychologists

should know. *Professional Psychology: Research and Practice*, 48, 98-106. doi:

<http://dx.doi.org/10.1037/pro0000106>

Taylor, R. L. (2007). *Psychological masquerade: Distinguishing psychological from organic*

disorders (3rd ed.). NY: Springer.

Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in

psychotherapy: An elusive goal. *American Psychologist*, 69, 218-229. doi: 10.1037/a0035099

Wright, S. L., Wright, D. A., & Jenkins-Guarnieri, M. A. (2013). Development of the

Social Efficacy and Outcome Expectations Scale. *Measurement and Evaluation of Counseling and Development*, 46, 218-231. doi: 10.1177/0748175613484042

APCE 673: Appraisal and Assessment in Counseling Assessment Rubric

Assessment – Students will demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings, including: selecting appropriate assessments, the use of standardized assessments, conducting intakes and interviews, and engaging in risk assessments.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Foundations</p> <p>Student demonstrates knowledge of the history and development of assessment and testing in counseling and has the ability to prepare for and conduct initial assessments.</p>	<p>Student demonstrates superior knowledge of the history and development of assessment and testing in counseling and has the ability to prepare for and conduct initial assessments. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates basic, entry-level knowledge of the history and development of assessment and testing in counseling and has an entry-level ability to prepare for and conduct initial assessments. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited knowledge of the history and development of assessment and testing in counseling and has limited ability to prepare for and conduct initial assessments. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge of the history and development of assessment and testing in counseling and lacks the ability to prepare for and conduct initial assessments. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Assessment of Risk</p> <p>Student demonstrates knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and can identify trauma and abuse for reporting purposes.</p>	<p>Student demonstrates a superior knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and can identify trauma and abuse for reporting purposes. The</p>	<p>Student demonstrates basic, entry-level knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and can identify trauma and abuse for reporting purposes. The</p>	<p>Student demonstrates limited knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and is limited in the ability to identify trauma and abuse for reporting purposes. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and lacks the ability to identify trauma and abuse for reporting purposes.</p> <p>The student performs well below what would</p>

	student performs well above what would be expected of an entry-level counselor.	student performs equivalent to what would be expected of an entry-level counselor.		be expected of an entry-level counselor.
<p>Diagnostics and Intervention</p> <p>Student demonstrates knowledge and skill in using assessments for diagnostic and intervention planning purposes.</p>	Student demonstrates a superior knowledge and skill in using assessments for diagnostic and intervention planning purposes. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level knowledge and skill in using assessments for diagnostic and intervention planning purposes. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates limited knowledge and skill in using assessments for diagnostic and intervention planning purposes. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge and skill in using assessments for diagnostic and intervention planning purposes. The student performs well below what would be expected of an entry-level counselor.
<p>Basic Concepts</p> <p>Student demonstrates an understanding of the basic concepts of various types of assessments, statistical concepts and the reliable and valid use of assessments.</p>	Student demonstrates a superior understanding of the basic concepts of various types of assessments, statistical concepts and the reliable and valid use of assessments. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the basic concepts of various types of assessments, statistical concepts and the reliable and valid use of assessments. The student performs equivalent to what would be expected of an	Student demonstrates a limited understanding of the basic concepts of various types of assessments, statistical concepts or of the reliable and valid use of assessments. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the basic concepts of various types of assessments, statistical concepts or of the reliable and valid use of assessments. The student performs well below what would be expected of an entry-level counselor.

		entry-level counselor.		
<p>Ethics and Diversity</p> <p>Student demonstrates knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.</p>	<p>Student demonstrates a superior knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.</p> <p>The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. The student performs well below what would be expected of an entry-level counselor.</p>