

## ***APCE 673***

### ***Appraisal and Assessment in Counseling***

Fall 2023

Nov 3 – Nov 19

November 3 – 5; November 17 – 19 (online)

Instructor: Stephen L. Wright, Ph.D., LP, LPC  
 Teaching Assistant: TBA  
 Class Meets: **online**  
 Credits: 3.0  
 Location/Room: **Online**

Office: McKee Hall 200-A  
**Online** Office Hours: Thursday 12pm-4  
 Phone: 970.351.1838  
 Email: [stephen.wright@unco.edu](mailto:stephen.wright@unco.edu)  
 Prerequisites: None

**Please note:** Online Zoom information throughout the syllabus related to this course is highlighted in yellow. All online presentations are accessible in Canvas and will follow the course outline

**Online Meetings:** During all online class meetings, 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 the class.

**Required Live Online Zoom Meeting Times: (video screen must be turned on)**

Friday	Nov 3 <sup>rd</sup>	4pm – 5pm – review syllabus and online course structure (group assignments)
Saturday	Nov 4 <sup>th</sup>	9am – 10am – report writing
Sunday	Nov 5 <sup>th</sup>	9am – 10am – formal assessments
Friday	Nov 17 <sup>th</sup>	4pm – 5pm – students leading class discussions – present your article and outline to small groups
Saturday	Nov 18 <sup>th</sup>	9am – 10am – review/discuss telehealth modality
Sunday	Nov 19 <sup>th</sup>	9am – 10am – clinical judgement; assessment presentations

**Optional Live Online Zoom Meeting Times each day:**

Friday	Nov 3 <sup>rd</sup>	5pm – 6pm
Saturday	Nov 4 <sup>th</sup>	10am – 11am
Sunday	Nov 5 <sup>th</sup>	10am – 11am
Friday	Nov 17 <sup>th</sup>	5pm – 6pm
Saturday	Nov 18 <sup>th</sup>	10am – 11am
Sunday	Nov 19 <sup>th</sup>	10am – 11am

**Additional Optional Live Online Zoom Meetings will be scheduled as needed.**

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**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* (5<sup>th</sup> 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 Syllabus Statements:](#)

### ***ADA AND TITLE IX SYLLABUS STATEMENTS***

#### **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 students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

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

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

#### **Title IX / Equal Opportunity**

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff

members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

### **CONFIDENTIAL CAMPUS RESOURCES**

**Assault Survivors Advocacy Program (ASAP)** Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-1490

Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

**UNC Counseling Center**

Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

**Psychological Services**

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

## ***ARTIFICIAL INTELLIGENCE (AI) USE STATEMENT***

Artificial Intelligence and/or any Machine Learning tools or software are not permitted to be used in any way related to this class or any assignments. If you use these tools, your actions would be considered academically dishonest and violations may result in reduction in final grade or failure of the course

## ***ADDITIONAL SYLLABUS STATEMENTS***

### **Academic Integrity**

Students 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 Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

### **Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

### **Center for Career Readiness**

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

#### We are located:

Office: University Center 1<sup>st</sup> floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

**It's never too early to talk about career!**

### **Equity and Inclusion**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and

world views. 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, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

**Asian Pacific American Student Services (Cultural Center)**  
924 20th St  
Greeley, CO 80639  
(970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)**  
1410 20th St  
Greeley, CO 80639  
(970) 351-2424  
[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

**Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership**  
Development  
1915 10th Ave  
Greeley, CO 80639  
970-351-1492  
[cwge@unco.edu](mailto:cwge@unco.edu)

**Center for Gender and Sexuality (Resource Center)**  
2215 10th Ave., Campus Box 42  
Greeley, CO 80631  
970-353-0191  
[gsrc@unco.edu](mailto:gsrc@unco.edu)

**Marcus Garvey Cultural Center (Cultural Center)**  
928 20th St., Campus Box 41  
Greeley, CO 80639  
(970) 351-2351  
[MGCC@unco.edu](mailto:MGCC@unco.edu)

**Native American Services (Cultural Center)**  
924 20th St  
Greeley, CO 80639  
(970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Veteran's Services (Resource Center)**  
1815 8th Ave  
Greeley, CO 80631  
970-351-1403  
[LaChaune.DuHart-Wood@unco.edu](mailto:LaChaune.DuHart-Wood@unco.edu)

## Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, 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](http://www.unco.edu/bear-pantry) for more information.

## Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

## Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

## Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

## Tutorial Services

Please consider including a statement about our services on your syllabus to encourage your students to take advantage of the academic support available in Tutorial Services. Below are sample statements for your use:

### For all courses supported by individual tutoring:

UNC's Tutorial Services (TS) provides free academic support to UNC students enrolled in undergraduate courses. At TS, a trained peer tutor will work with you individually or in a small group to help you understand course content and be successful in this class. For more information or to make an appointment, stop by TS in the lower level of Michener Library (L-149), or visit the TS website at <http://www.unco.edu/tutoring>.

**For all courses supported by Supplemental Instruction:**

This course is supported by Supplemental Instruction (SI), through which a trained SI leader will offer three 1-to-2 hour study sessions each week to review course content, work through problems or activities related to this class, and help you prepare for exams. I strongly encourage you to participate in SI. For more information about the SI model, visit the TS website at <http://www.unco.edu/tutoring>.

**University Libraries**

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

**Writing Center****Strong writers seek feedback.**

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

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**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 a partner(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.

**Online course format:** you will be paired with another student in class to connect through Zoom to work on this presentation project and are expected to equally contribute to the project.

**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*. Advance online publication. <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):** **Online course format:** you will be randomly assigned with a student to perform an intake assessment using telehealth through the Zoom application. You will be required to conduct a clinical/diagnostic interview with a pseudo/volunteer client and 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 online through UNC’s library).

**Online course format:** you will be paired with another student in class to connect through Zoom to discuss your article and handout. The handout should be provided to your partner prior to the online Zoom meeting.

**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.

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

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

**Grading Scale:**

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

### Course Outline

**All online presentations are accessible in Canvas and will follow the below course outline**

**PLEASE NOTE:** I have recorded all lectures discussing the material. To start the presentation and to hear the audio for each slide, you need to **play the slide show.**

The PowerPoint presentations can be downloaded for offline access to the material. This PowerPoint file contains audio content that will play automatically when you "**Play the Slideshow**" from the beginning or a current slide. You can also click the Audio icon displayed on the slide to repeat the information.

\*Readings should be completed by the day they are listed\*

Additional documents and articles are also provided in Canvas.

#### **Friday – Day 1 (Introduction to Assessment in Counseling)**

- 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 (Assessment Process)**

- 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**

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**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.

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**Sunday – Day 6**

- 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
- Ethics to Telehealth
  - ACA Code of Ethics - Section H
- ACA – Effective Remote Counseling (telebehavioral health)
- 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**

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**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* (4<sup>th</sup> 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.

<b>Knowledge Learning Outcome Assessed</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<p><b>Foundations</b></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><b>Assessment of Risk</b></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.
<b>Diagnostics and Intervention</b>  Student demonstrates knowledge and skill in using assessments for diagnostic and intervention planning purposes.	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.
<b>Basic Concepts</b>  Student demonstrates an understanding of the basic concepts of various types of assessments, statistical concepts and the reliable and valid use of assessments.	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><b>Ethics and Diversity</b></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>