APCE 673
Appraisal and Assessment in Counseling
Summer 2019
July 5-7; July 19-21

Instructor: Stephen L. Wright, Ph.D., LP, LPC
Office: McKee Hall 200-A
Class Meets: Friday (4-10), Saturday (8-5),
Sunday (8-4)
Office Hours: Thursday 12pm-4
Credits: 3.0
Location/Room: Lowry
Phone: 970.351.1838
Email: stephen.wright@unco.edu
Prerequisites: None

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:**


*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.

**Academic Conduct/Integrity:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.


**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 Support Services (DSS) to request accommodations. Office: (970) 351-
Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/

**Inclusivity/Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

**Recording Devices:** Using recording devices or recording software/apps in the classroom 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 Support Services 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) in the classroom 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.
Course Requirements and Evaluation:
(Used to achieve course objectives listed above)

Class Group Presentation (50 points): You are required to select an assessment tool that is commonly used in the field and present it to the class (counseling and psychological journals are excellent sources to find assessment tools). Your presentation should be approximately 45 minutes in length and should briefly include the following: purpose of the test 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 note that a majority of your presentation should demonstrate the application of the assessment. Therefore, you will provide each class member with the assessment and they will take the assessment; you will explain to the class how to score and interpret their results. At the end of the presentation, you should conduct a brief role-play that explains how and why you would use the assessment with a client. Please see the outline for “Evaluating Psychological Tests” listed at the end of the syllabus; your presentation and handout should closely follow this outline. All topics/tests must receive prior approval by the instructor. You will also be expected to provide the entire class with an outline/handout and a reference list in APA format. Your grade will be determined by ratings from your classmates and the instructor (see Expectations for Group Presentation grading sheet at the end of the syllabus). All group members are expected to present equally during the presentation. You will work with one other individual from this class. Please adhere to all copyrights.

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

Assessment Report (50): 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 6 pages double spaced and written in APA style (6th ed.). 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 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) of the article to the class, 3 – 4 class discussion questions, and then facilitate the discussion in class. 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 Counseling and Development; Journal of Personality Assessment; Psychological Assessment; Assessment; Professional Psychology: Research and Practice; Journal of Counseling Psychology; Journal of Vocational Behavior; The Counseling Psychologist* (all journals are accessible on-line through UNC’s library).

Attendance and Active Participation (25 points): Attendance and participation related to academic content are expected at all 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. Driving distance (e.g. commuting) is not an excuse to miss class or not fulfill any course responsibilities. Extended breaks: Breaks will be provided throughout the class. Excessively leaving the class to take additional breaks for extended time periods will decrease your final grade. Late Arrival: Class will start on time and will continue for the entire scheduled time. Arriving late to class or leaving early will lower your final grade. Please note if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course.

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 coming 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 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 = 275**

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Group Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Exams</td>
<td>100</td>
</tr>
<tr>
<td>Psychosocial/Assessment Report</td>
<td>50</td>
</tr>
<tr>
<td>Leading Class Discussions</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>25</td>
</tr>
</tbody>
</table>

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

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

Friday – Day 1 (4-10pm)
- Introductions
- 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:

Saturday – Day 2 (8-5pm)
- Whiston (2017) Ch 7 – Selection, administration, scoring, and communicating assessment results
- 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 (8-4pm)
- Whiston (2017) Ch 11 – Assessment in career counseling
- Whiston (2017) Ch 12 – Appraisal of Personality
- Whiston (2017) Ch 15 - Diagnosis
- Child Assessment
- Diagnostic Impressions
- Report Writing
- Treatment Planning

Exam 1

Friday – Day 4 (4-10pm)
- 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
- Leading Class Discussions
Saturday – Day 5 (8-5pm)

- Clinical versus Statistical Prediction
  - Supplemental reading that is NOT required:

- Heuristics and Biases
- De-biasing strategies

- Clinical Judgment

- Group 1 Presentation
- Group 2 Presentation
- Group 3 Presentation

Sunday – Day 6 (8-4pm)

- Group 4 Presentation
- Group 5 Presentation
- Group 6 Presentation
- Psychological Masquerade
  - Supplemental readings that are NOT required:
    - Taylor (2007), Ch 1 & 3

Exam 2 – Final
Psychosocial/Assessment Report Due
Reflection Paper Due

THIS COURSE SCHEDULE SYLLABUS IS SUBJECT TO CHANGE
ADDITIONAL READINGS MAY BE ANNOUNCED IN CLASS
Expectations for Group Presentation

____(2) – Thorough review of the assessment tool – purpose of the test or how it can be used as a counseling tool; theoretical background if applicable

____(3) – Standardization, administration/setting, scoring procedures

____(2) – Scales/description

____(3) – Psychometric properties (reliability & validity)

____(20) – Explained and applied assessment tool in an effective manner with the class

____(20) – Individual Presentation and Group Collaboration (professional presentation)

________(50) TOTAL SCORE FOR GROUP PRESENTATION

Group Member Evaluation Form

Please rate your group members participation in your group presentation:

<table>
<thead>
<tr>
<th>Group Member</th>
<th>No Contribution</th>
<th>Appropriate Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

Please rate your own level of contribution:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>No Contribution</th>
<th>Appropriate Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>
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: _______________  Length: __________
Publisher: _____________________________  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
Recommended Readings

References


## 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.

<table>
<thead>
<tr>
<th>Knowledge Learning Outcome Assessed</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Assessment of Risk**

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

Student demonstrates a superior knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm

Student demonstrates basic, entry-level knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm

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.

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...
<table>
<thead>
<tr>
<th>Basic Concepts</th>
<th>Diagnostics and Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates an understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>Student demonstrates 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.</td>
</tr>
<tr>
<td>Student demonstrates a superior understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>Student demonstrates a superior understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
</tr>
<tr>
<td>Student demonstrates a basic, entry-level understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>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.</td>
</tr>
<tr>
<td>Student demonstrates a basic, entry-level understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>Student demonstrates a limited understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
</tr>
<tr>
<td>Student demonstrates a limited understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>Student demonstrates a lack of understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
</tr>
<tr>
<td>Student demonstrates a lack of understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
<td>Student demonstrates a lack of understanding of the basic concepts of various types of assessments, statistical concepts or of the student's knowledge and skill in using assessments for diagnostic and intervention planning purposes.</td>
</tr>
</tbody>
</table>

| Ethics and Diversity | Student Demonstrates Knowledge and Skill in Using Ethical and Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results. | Student Demonstrates Superior Knowledge and Skill in Using Ethical and Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results. | Student Demonstrates 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. | 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. | 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. |