CityUniversity
of Seattle

Syllabus

SCHOOL OF HEALTH AND SOCIAL SERVICES
COUN 525: Testing and Assessment

5 Credits
Effective: Fall 2020/2021

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This graduate-level course is an introduction to assessment and testing instruments in counseling. Students learn to administer, score, and interpret a variety of assessment instruments and incorporate test results into written reports. Students complete a series of in-class diagnostic interviews, mental status examinations, symptom inventories, and personality assessments.
Methods of instruction primarily feature in-class face-to-face learning, complemented by asynchronous online activities.

COURSE RESOURCES

Salkind, N. J. (2018). *Tests and measurement for people who (think they) hate tests and measurement (3rd Ed.).* Sage.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed).* American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:
    a) Select, administer, score, and interpret a variety of clinical assessment tools.
    b) Appraise ethical and cultural factors relevant to selection and administration of assessment tools.
    c) Appraise the mental status of simulated clients.
    d) Summarize assessment findings in written progress notes and formal evaluation reports.

PROGRAM LEARNING OUTCOMES (PLOs)

    1. **Professional Counseling Orientation and Ethical Practice**
Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

    2. **Social and Cultural Diversity**
Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

    3. **Human Growth and Development**
Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

    4. **Career Development**
 Demonstrates knowledge and working application of career development in counseling practice.

    5. **Counseling and Helping Relationships**
Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

    6. **Group Counseling and Group Work**
Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

    7. **Assessment and Testing**
Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

    8. **Research and Program Evaluation**
Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

    9. **Social Justice**
Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:
    10. **Addiction Counseling**
Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

    11. **Clinical Mental Health Counseling**
Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

    12. **Marriage, Couple, and Family Counseling**
Applies family systems theory to client(s) presenting problems and diagnoses.

    13. **Professional School Counseling**
Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.
    7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
    7.b. Methods of effectively preparing for and conducting initial assessment meetings
    7.e. Use of assessments for diagnostic and intervention planning purposes
    7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
    7.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
    7.h. Reliability and validity in the use of assessments
    7.j. Use of environmental assessments and systematic behavioral observations
    7.k. Use of symptom checklists, and personality and psychological testing
    7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders
    7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
CMHC Specialty
    1.e. Psychological tests and assessments specific to clinical mental health counseling
    3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
MCFC Specialty
    - None
AC Specialty
    1.f. Psychological tests and assessments specific to addiction counseling
PSC Specialty
    - None

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Assessment Presentations	b)		7.e, 7.h, 7.k,	1.e		1.f	
2. Assign 2 – Admin, Scoring, Interpreting Assessments	d)		7.l,			1.f	
3. Assign 3 – MSE	c)			3.a			
4. Required Readings Salkind (2018)			7.a, 7.b, 7.f, 7.g., 7.h, 7.j, 7.k, 7.m	1.e, 3.a		1.f	
5. Class Activities –	a), d)		7.l				

In-Class Instrument Application							
6. In-Class Discussions			7.a, 7.b, 7.f, 7.g., 7.h, 7.j, 7.k, 7.m	3.a		1.f	

Course Schedule

(Scheduling of the specific topics and class activities related to the listed standards will be developed by the course instructor)

WEEKS/DATE	Topic/*Activity*	Readings before class	Class Activity	Assignments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				

Standards met with required course readings, in-class discussions, and class activities:
CO: n/a
PLO: n/a
CACREP Core: 7.a, 7.b, 7.f, 7.g., 7.h, 7.j, 7.k, 7.m,
CMHC: 3.a
MCFC: n/a
AC: 1.f
PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	Points
Assign 1: Assessment Instruments Presentations	100
Assign 2: Admin, Scoring, Interpreting Assessments	300
Assign 3: Mental Status Exam series	100
In-Class Assessment Activities	250
(Additional Assignments – TBD)	(250)
TOTAL	**1000**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

<u>Assign 1 –Assessment Instruments Presentations (100 pts)</u>
CO: b)
PLO: n/a
CACREP Core: 7.e, 7.h, 7.k
CMHC: 1.e
MCFC: n/a
AC: 1.f
PSC: n/a

Throughout the course, students will be required to research at least two assessment instruments to present to the class. At least one of the assessment instruments selected must be related to the student's specialty track. A list of possible assessment instruments will be provided. Other instruments may be used with approval by the course instructor.

The assessment instrument presentation must include the following:
1. Brief history of the assessment development and intended purpose
2. Identified population for the application of the instrument
3. Cultural and ethical considerations related to the use of the instrument
4. Validity and reliability findings of the instrument
5. Specifics in how to administer, score, and report-out findings with a client

With the in-class presentation, students are to provide a handout with the outlined information including the above and all references for the information. Additionally, the actual assessment and/or materials needed to administer the instrument should be distributed (Note: Some instruments are copyrighted and not available for "free." In these cases, students are not required to purchase the instrument to distribute, but must include all of the other related information above.)

Students will be provided feedback from the instructor with their first instrument presentation in how to further improve and provide required content of the instrument. This feedback must be incorporated into their second instrument presentation with will be the final graded activity for this assignment.

Students will be graded on their oral presentation, in addition to analysis and use of course concepts (reliability and validity), evidence and support, organization and coherence, and style and mechanics.

Components	*% of Grade*
Content coverage	50%
Handouts, including all required content	30%
Oral Presentation mechanics (clear, comprehensive)	20%
Total	**100%**

Assign 2 – Administering, Scoring, and Interpreting Assessments (300 pts)

CO: d)
PLO: n/a
CACREP Core: 7.l
CMHC: 1.e
MCFC: n/a
AC: 1.f
PSC: n/a

Students will complete a full case evaluation with treatment plan utilizing a class peer as the client as a role-play related specifically to the student's specialty area (CMHC, MCFC, AC, PSC). This report is expected to be concisely written and relevant to the presenting problem. The length of the report will be 4 to 8 pages of double-spaced text in APA Style format (excluding title, abstract, reference sections).

The information should present a coherent picture of the individual being assessed and logically lead to the diagnosis and recommended treatment. The report should be written in a manner that any practitioner who reads it would have sufficient background information to immediately begin a successful course of treatment. The full case evaluation with treatment plan is expected to use the following headings:

1) Reason for Referral;
2) Social and Cultural Background;
3) Assessments used, with description of nature and meaning of assessment and testing in counseling;
4) Reliability and validity of assessments used (i.e., theory of measurement error, models of reliability, the use of reliability information, evidence of validity, types of validity, and the relationship between reliability and validity);
5) Results of Assessments, including any statistical concepts such as scales of measurement, measures of central tendency, indices of reliability, shapes and types of distributions, and correlations;
6) Case Conceptualization from a Counseling Theoretical Perspective (this should be done related to the student's specialty track – CMHC, MCFC, AC, or PSC);
7) Treatment Recommendations and Plan based on the prior discussed theory. (Be mindful that the interventions with hypothesized outcomes must align with the chosen theory in #6).

Students will be graded on their written information, in addition to analysis and use of course concepts (reliability and validity), evidence and support, organization and coherence, and style and mechanics and

inclusion of all of the above required content. A Paper Template will be provided for this assignment.

Components	% of Grade
Required Content Coverage (items 1-5)	50%
Case Conceptualization relevant to Theory	20%
Treatment Recommendations with expected outcomes	20%
Overall Writing Mechanics	10%
Total	**100%**

Assign 3 – Mental Status Exam (100 pts)
CO: c)
PLO: n/a
CACREP Core: n/a
CMHC: 3.a
MCFC: n/a
AC: n/a
PSC: n/a

Students will complete a series of video trainings in the use of the mental status examination. Students acquire foundational diagnostic to apply clinical language to video case vignettes.

The training will review the major areas of the mental status exam, such as affect and mood, thought process, memory and consciousness, motor, speech, interpersonal issues, intrapersonal issues, and psychosis. For each video recording, students are required to complete the mental status examination using the supplied MSE Template. These completed templates will be submitted by Sunday during the week assigned (see Blackboard Assignment Shell).

This assignment will be graded according to the accuracy of information provided using the provided MSC template. Because clinical assessment is not an exact science, grading will accommodate some variations in responses; however, responses outside the range of realistic possibility will not receive points.

Components	% of Grade
Four MSE Videos (25% ea)	100%
TOTAL	**100%**

In-Class Assessment Activities (250 pts)
CO: a), d)
PLO: n/a
CACREP Core: 7.l
CMHC: n/a
MCFC: n/a
AC: n/a
PSC: n/a

During the course of the term, students will in engage in at least five weeks of administering and reporting-back various assessment instruments with a peer student. The peer student will role-play a client related specifically to the assessing student's specialty area. Students will be assigned a different role-play client then the peer student they are acting as the role-play client for by the instructor.

The first four weeks of this activity (refer to the course schedule) will involve administering the assessment instrument. The last four weeks will involve providing the assessed report to the role-play client from the prior week's assessment. The final (5th) week will include the prior week's instrument and the overall assessment related to Assign 2 above. From each week's assessment administration, students will submit a Written Progress Note (using the supplied template) through Blackboard.

In addition to the assessment process, each week the role-play client will provide feedback to the assessing student related to their administration of the instrument and reporting of the findings as relevant. A feedback handout will be provided to the role-play client to use for this process. The role-play client will additionally submit their weekly feedback form to the instructor each week.

At the end of this process, students will submit a self-reflection paper addressing their thoughts and what they gained from:

1. Administering, analyzing, and reporting the assessment instruments.
2. Being a client receiving the information
3. Providing feedback with the assessment peer as the role-play client.

This assignment will be graded according to the completion of administering, interpreting, providing findings with the role-play client as the assessing student, and submitting the feedback form in the client role. Because clinical assessment is not an exact science, grading will accommodate some diversity in responses; however, responses outside the range of realistic possibility will not receive points.

Components	*% of Grade*
Four assessment instrument administrations and Written Progress Notes	20%
Second Four weeks reporting results	20%
Five weeks providing feedback to peer "counselor"	50%
Final Self-Reflection Paper as the peer "counselor"	10%
Total	**100%**

(Additional Assignments/Discussion Threads) (Instructor specific) (250pts)

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:
- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date
Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services
CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.