The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5270, Counseling Tests and Measurement, 3.0 Credits
Room: ADMN 223
This is a hybrid course. Three lectures will be in-person classes (3/27, 4/24 and 5/15: 6-8:40pm in ADMN 223).

Note: The syllabus and materials for this course are adapted from those developed by Dr. Mannivong Ratts.

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
Required Text:

Required Readings:


INSTRUCTOR
Rachel Turow, Ph.D.
Email (preferred): turowr@seattleu.edu
Office Hours: By appointment
Phone: (W) 206-296-1894


**CONTENT AREAS**

**COURSE DESCRIPTION**

Graduate Bulletin Description: Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. NOTE: There is a material fee for this course.
Course Purpose(s)/Goal(s): The purpose of this course is to introduce students to measurement concepts used in testing and appraisal instruments.

Course Rationale:
1. CACREP Standards

Section II: Professional Counseling Identity
E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

7. ASSESSMENT AND TESTING
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   b. methods of effectively preparing for and conducting initial assessment meetings
   c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   d. procedures for identifying trauma and abuse and for reporting abuse
   e. use of assessments for diagnostic and intervention planning purposes
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
   h. reliability and validity in the use of assessments
   i. use of assessments relevant to academic/educational, career, personal, and social development
   j. use of environmental assessments and systematic behavioral observations
   k. use of symptom checklists, and personality and psychological testing
   l. use of assessment results to diagnose developmental, behavioral, and mental disorders
   m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION
   c. needs assessments
      i. analysis and use of data in counseling

SEC. 5: CMHC
1. FOUNDATION
   e. psychological tests and assessments specific to clinical mental health counseling

SEC. 5: SCHOOL COUNSELING
1. FOUNDATION
   e. assessments specific to P-12 education

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES

• Students will use their understanding of assessment in culturally appropriate ways to help clients understand their abilities, aptitudes, achievements, and interests
• Students will become familiar with the history of assessment and testing in counseling
• Students will develop strategies to delivering and interpreting assessments
• Students will become familiar with procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
• Students will develop procedures for identifying trauma and abuse and for reporting abuse
• Students will understand how to use assessments for diagnostic and intervention planning
• Students will become familiar with basic concepts of standardized and non-standardized testing, norm referenced and criterion referenced assessments, and group and individual assessments
• Students will become familiar with statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
• Students will understand reliability and validity in the use of assessments
• Students will become familiar with using assessments relevant to academic/educational, career, personal, and social development
• Students will develop familiarity with using environmental assessments and systematic behavioral observations
   a. use of symptom checklists, and personality and psychological testing
   b. use of assessment results to diagnose developmental, behavioral, and mental disorders
   c. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

COURSE INSTRUCTIONAL METHODS

This course is taught in a hybrid format that uses a variety of instructional methods including, but not limited to, group discussion, lecture, oral presentations by students, independent study, written exercises, role-playing, and other strategies as appropriate to the area being studied. There are three in-person classes (Weeks 1, 5, and 8 of the term). The in-person classes meet at
the regularly scheduled time and room on SU Online. Weekly online modules will appear each week on Mondays at 12:00am PST. Students are expected to complete all activities within each weekly module by Sunday at 11:59pm PST.

CLASS DECORUM

During our class meetings, you are expected to focus your attention on your colleagues to the same degree that you would during a counseling session with a client. Each class meeting will include breaks, from which you are expected to return promptly.

When you arrive at class, you should be prepared to participate, and to interact in a professional manner with your colleagues. You should arrive at each class fully prepared after having finished all reading assignments, and you should be ready to share your perspectives during whole class or small group discussions. Professional respect and courtesy are expected at all times. Do not read newspapers, books for other classes, or other outside reading material during class. Snacks and drinks are allowed in the classroom; however, please wait until the break before consuming a meal. Cell phones must be turned off and put away during all classes (not on vibrate). If you must keep one on or out because of an emergency, please inform me beforehand.

Do not use a personal device for anything unrelated to our class. It is rude and disruptive to text during class. Texting should be confined to class breaks. Laptop computers should be used only minimally, only for note-taking, and may not be used during literature circles. However, even using laptop computers for note-taking is not advised, as laptops may present too great a temptation to multitask and too great a risk for distraction. Laptop use during class may not include sending/receiving email, surfing the internet, completing homework, or researching; violations will result in the student’s having to put the laptop away for the remainder of the class. Laptop or cell phone use during literature circles will result in a deduction of points. If you feel an overwhelming urge to interact with another human being during class time, please turn to the person next to you and discuss something related to the course material.

The rules above are intended to cultivate a focused and respectful learning environment.

STATEMENT ON CONFIDENTIALITY AND EMOTIONAL SAFETY

In order to provide a safe and ethical learning environment, class members will describe others’ personal information and/or case material without identifying information, and only when in class or in private with other students who are currently in the course. When a class member describes personal experiences or perspectives, either in class or on a discussion board, the other members of the class are expected to keep such disclosures private within the class. Each student is responsible for treating classmates with integrity and respect.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Interpretation Summative Assignment</td>
<td>7b, 7c, 7e, 7i, 7l, 7m</td>
<td>100</td>
</tr>
<tr>
<td>Test Instrument Research</td>
<td>7b, 7h CMHC 1e</td>
<td>100</td>
</tr>
<tr>
<td>Literature Circle (2 total)</td>
<td>2a</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Forums (5 total)</td>
<td>7f, 7g</td>
<td>160</td>
</tr>
<tr>
<td>Helper Studio Videos (4 total)</td>
<td>2c; 2f</td>
<td>60</td>
</tr>
<tr>
<td>Video Activity (4 practice &amp; 4 graded)</td>
<td>7a-m</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes (10 total) (30 minute time limit)</td>
<td>2a, 2c, 2f, 7a-m</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>660</td>
</tr>
</tbody>
</table>

B. *Grading Scale* (based on the percentage points earned/660 possible points):

- 94-100 %  A  80-83  B-  67-69  D+
- 90-93  A-  77-79  C+  64-66  D
- 87-89  B+  74-76  C  60-63  D-
- 84-86  B  70-73  C-  0-59  F

C. *Course Expectations*: No late assignments are accepted. Assignments submitted late are automatically awarded zero points. This includes discussion-posting assignments.

D. *Attendance*: Missing 1 in-person class will result in dropping the 50 points available for the Literature Circle on that day. Missing two in-person classes will result in an automatic failure in the course. There are no distinctions between excused or unexcused absences.

E. *Summative Assignment*: The “Test Interpretation” assignment is a summative assignment. Summative assignments are used to determine student knowledge and skills around the Testing and Assessment CACREP core area. Students who fail a summative assignment (receive a rating of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.
## SCHEDULE OF COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assessment in Counseling</td>
<td>Chapter 1</td>
<td>7a</td>
<td>Chapter 1 Quiz Video Activity</td>
</tr>
<tr>
<td>3/27/17</td>
<td>Course Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Online Class</strong></td>
<td>Chapter 2</td>
<td>7f, 7g</td>
<td>Chapter 2 Quiz Discussion Board</td>
</tr>
<tr>
<td>4/03/17</td>
<td>Basic Assessment Principles</td>
<td></td>
<td></td>
<td>Video Activity</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Online class</strong> Reliability</td>
<td>Chapters 3 &amp; 4</td>
<td>7f, 7h, CMHC</td>
<td>Chapters 3-4 Quiz Discussion Board</td>
</tr>
<tr>
<td>4/10/17</td>
<td>Validity and Item Analysis</td>
<td></td>
<td>Section 5 1e</td>
<td>Test Inst. Research Video Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section II: E</td>
<td>Drapalski et al. (2012) Lereya et al. (2016)</td>
</tr>
<tr>
<td>Week 4</td>
<td>No class: Easter Break</td>
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<tr>
<td>4/17/17</td>
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<tr>
<td>Week 5</td>
<td><strong>In-Person Class</strong> Ethical and Legal Issues in Assessment</td>
<td>Chapters 5 &amp; 6</td>
<td>2a, 2c, 2f, 7b, 7m</td>
<td>Chapter 5 Quiz Literature Circle</td>
</tr>
<tr>
<td>4/24/17</td>
<td>Issues related to Assessment with Diverse Populations</td>
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<td>Kirmayer et al. (92003) Kraus &amp; Thomas (2011)</td>
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<td></td>
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<td></td>
<td>In-class test administration for Test Interpretation</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Online Class</strong> Initial Assessment in Counseling</td>
<td>Chapter 7</td>
<td>7b</td>
<td>Chapter 7 Quiz Discussion Board</td>
</tr>
<tr>
<td>5/01/16</td>
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<td></td>
<td>Video Activity</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Online Class</strong> Selecting, Administering, Scoring, and Communicating Assessment Results</td>
<td>Chapter 8</td>
<td>7b, 7c, 7d, 7k, 7m, CMHC</td>
<td>Chapter 8 Quiz Hilsenroth et al. (2004) Pope (1992)</td>
</tr>
<tr>
<td>5/08/16</td>
<td></td>
<td></td>
<td>Section 5 1e</td>
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<tr>
<td>Week 8</td>
<td><strong>In-Person Class</strong> Intelligence and General Ability Testing Assessing Achievement and Aptitude</td>
<td>Chapters 9 &amp; 10</td>
<td>7i</td>
<td>Chapter 9-10 Quiz Test Interpretation</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Online Class</strong> Assessment in Career Counseling Appraisal of Personality</td>
<td>Chapters 11 &amp; 12</td>
<td>7i</td>
<td>Chapter 11-12 Quiz Discussion Board</td>
</tr>
<tr>
<td>Week 10</td>
<td>No Class: Memorial Day</td>
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<tr>
<td>05/29/17</td>
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<tr>
<td>06/05/17</td>
<td><strong>Online Class</strong> Behavioral Assessment Diagnosis</td>
<td>Chapters 13 &amp; 15</td>
<td>7e, 7i, 7k, 7l</td>
<td>Chapter 13-15 Quiz Discussion Board</td>
</tr>
<tr>
<td>(last class day at SU)</td>
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<td></td>
<td>Fydrich et al. (1998) Stone et al. (2013)</td>
</tr>
</tbody>
</table>
Discussion Posting Assignments and Rubric

*Directions*: Students are expected to participate in weekly discussion forums. The discussion forums cover weekly course materials. Post directly into the discussion forum. Do not email or upload your discussion postings as a Word, PDF, RTF, etc. file. Check for spelling, grammar, and prose before posting to the discussion forum. Students are expected to have an initial posting (IP) and a response to others (RO) for each week. Discussion postings are due within the week in which they are assigned. No points will be awarded for late postings or for discussion postings made after the week in which they are due. Postings made on Sundays after 11:59pm PST of the week in which they are due are considered late.
## Discussion Posting Rubric

### Discussion Posting and Response Rubric 32 possible points per discussion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Poor</th>
<th>2 Unsatisfactory</th>
<th>3 Satisfactory</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 points-Initial Posting (IP); 16 points-Response to others (RO)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>RESPONSIVENESS</strong></td>
<td></td>
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</tr>
<tr>
<td>Did the student answer the Discussion question and respond to other students based on the Discussion Instructions or response prompt?</td>
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</tr>
<tr>
<td>(4 points-IP 4 points-RO)</td>
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</tr>
<tr>
<td>Postings and responses are unresponsive to the requirements of the discussion instructions and/or the prompt provided. They miss the point of the question by providing responses that are insubstantial and/or anecdotal (e.g., largely comprised of student opinion), and do not demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings.</td>
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</tr>
<tr>
<td><strong>CONTENT KNOWLEDGE</strong></td>
<td></td>
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<tr>
<td>Does the posting and responses show that the student learned and integrated/applied the information presented?</td>
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<tr>
<td>Is the student’s demonstration of knowledge and skill attainment accurately conveyed?</td>
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<tr>
<td>(4 points-IP 4 points-RO)</td>
<td></td>
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</tr>
<tr>
<td>Postings and responses demonstrate a lack of understanding of the concepts and issues presented in the course; and/or are inaccurate, contain many omissions and errors, are not supported by research/evidence, and contain many critical errors when demonstrating specific skills or strategies.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Postings and responses demonstrate minimal understanding of the concepts and issues presented in the course, and contain some omissions and/or errors, are not supported by research/evidence and/or the research/evidence is inappropriate or marginal in quality, and there is a lack of mastery of skills and/or numerous errors when demonstrating specific skills or strategies.</td>
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</tr>
<tr>
<td>Postings and responses demonstrate understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; and postings/responses are well supported by pertinent research/evidence from a variety of peer-reviewed books and journals, and mastery and thoughtful/accurate application of skills or strategies are</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Postings and responses are responsive to and exceed requirements of the discussion instructions and/or the prompt provided. They respond to the question being asked and go beyond what is required in some meaningful way (e.g., incorporates additional readings outside of the assigned learning resources). They are substantive, reflective, evidence-based and demonstrate that the student has read, viewed, and considered the learning resources and/or colleague postings.</td>
<td></td>
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</tr>
</tbody>
</table>

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# Discussion Posting and Response Rubric

## Criteria

<table>
<thead>
<tr>
<th>16 points-Initial Posting (IP); 16 points-Response to others (RO)</th>
<th>1 Poor</th>
<th>2 Unsatisfactory</th>
<th>3 Satisfactory</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings and responses are <strong>well below graduate-level writing expectations</strong>. They use unclear and inappropriate language, make many errors in spelling, grammar and syntax, do not provide information about a source when citing or paraphrasing it, directly quote from original source materials and/or consistently paraphrase rather than use original language, and/or are discourteous and disrespectful when offering suggestions, feedback, or opposing viewpoints.</td>
<td>demonstrating specific skills or strategies.</td>
<td>demonstrated.</td>
<td>strategies are demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>

## QUALITY OF WRITING

Does the student demonstrate graduate-level writing in postings and responses?

- **(4 points-IP 4 points-RO)**

## CONTRIBUTION TO THE DISCUSSION

Does the student’s participation forward the discussion and make a difference in the discussion?

- **Postings and responses do not contribute** to the quality of Discussion interactions, thinking, and learning as they do not provide relevant examples, thought-provoking ideas, and/or are discourteous and disrespectful when offering suggestions, feedback, or opposing viewpoints. **Do not contribute** to the quality of the discussion; **Full points for main posts** are awarded to those reflective of
examples, do not include interesting thoughts or ideas, and/or do not demonstrate critical thinking. Response posts miss the mark, do not attend to the content of the discussion, and/or are not supported by the learning resources.

“regurgitated” knowledge rather than critical thinking. Response posts do not demonstrate that the student has read, viewed, and considered and a sampling of colleagues' postings; absorbed the general principles and ideas presented; or demonstrated mastery and thoughtful/accurate application of skills or strategies presented in the course interpretations, and critical thinking. Response posts demonstrate that the student has read, viewed, and considered and a sampling of colleagues' postings; absorbed the general principles and ideas presented; and demonstrate mastery and thoughtful/accurate application of skills or strategies presented in the course.

Full points for response posts are awarded to those that go beyond minimum expectations and demonstrate an integration of learning resources and a sampling of colleagues' postings.
Test Instrument Research

Directions: The purpose of this assignment is for you to apply the skills necessary to critically evaluate the technical merits of a psychological test that you can use with the population you intend to work with in the future based on information provided in the test manual, research literature, and other available scholarly resources such as the *Mental Measurements Yearbook*. The assignment will be evaluated with respect to organization, clarity and thoroughness, and justification of points. You may *not* select a test that is already assigned to the class. Include a minimum of 3 scholarly resources. Using PowerPoint, include 1 slide for each of the following categories. Upload the PowerPoint to Canvas on the due date:

**Name of Test**

1. Test Author:
2. Publisher
   a. Test Publisher:
   b. Date of initial publication and most recent revision:
   c. Cost: (Booklets, Answer sheets, manual, etc.) make sure this is current.
3. Description of Test: (Type of items, forms available, age groups, practical features, etc.)
4. Test/Scale Development: how scales developed
5. Use of Test:
   a. Purpose
   b. Groups to which applicable/not applicable
6. Details of Administration: (Time required, special materials needed, special training required, etc.)
7. Scoring Procedures:
8. Normative Data Available (Kind and adequacy of norms for particular purposes)
9. Reliability (those appropriate)
   a. Test-retest
   b. Alternate form
   c. Internal consistency
   d. Comments regarding reliability
10. Validity (those appropriate)
    a. Content validity
    b. Concurrent validity
    c. Predictive validity
    d. Construct validity
    e. Comments regarding validity for particular purposes
11. General Evaluation
    a. Special merits of test
    b. Criticisms of test
    c. Recommendation
Test Instrument Research Rubric

The Test Instrument Research assignment is evaluated for accuracy of content, adequacy of coverage, and quality of critical examination.

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent 40 Points</th>
<th>Satisfactory 30 Points</th>
<th>Unsatisfactory 20 Points</th>
<th>Poor 10 Points</th>
<th>Inadequate 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of Content</td>
<td>Completely accurate information</td>
<td>Mostly accurate information</td>
<td>Somewhat accurate information with several errors</td>
<td>Mostly inaccurate information</td>
<td>Inaccurate information</td>
</tr>
<tr>
<td>Accuracy of Coverage</td>
<td>Complete coverage of content</td>
<td>Mostly covering content (1 or 2 omissions)</td>
<td>Fairly complete information but with some prominent omissions</td>
<td>Many prominent omissions</td>
<td>Egregious omissions</td>
</tr>
<tr>
<td>Quality of Critical Examination</td>
<td>Critical examination is in-depth and uses 3 or more scholarly resources</td>
<td>Critical examination lacks depth and/or uses only 1-2 resources</td>
<td>Critical examination is insufficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Test Interpretation Summative Assignment

The Test Interpretation summative assignment is used to determine student knowledge and skills in the Assessment and Testing CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

Evaluation Process

The professor will complete the following rubric to assess student assessment and testing knowledge and skills. Points correspond to the rating scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Rating</th>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Mastery</td>
<td>4</td>
<td>Able to perform at a high level without supervision on a consistent basis</td>
</tr>
<tr>
<td>80-89</td>
<td>Proficient</td>
<td>3</td>
<td>Able to perform without supervision on a consistent basis</td>
</tr>
<tr>
<td>70-79</td>
<td>Developing</td>
<td>2</td>
<td>Able to perform with supervision on a consistent basis</td>
</tr>
<tr>
<td>60-69</td>
<td>Beginning</td>
<td>1</td>
<td>Able to perform with supervision on an inconsistent basis</td>
</tr>
<tr>
<td>59 and below</td>
<td>Inadequate</td>
<td>0</td>
<td>Unable to perform with supervision</td>
</tr>
</tbody>
</table>

Directions: Partner with the student assigned to you in class to deliver and interpret the following psychological tests: (1) Beck’s Depression Inventory, (2) Beck’s Suicide Scale, (3) California Psychological Inventory, and the (4) Career Thoughts Inventory. In pairs take turns role-playing being a counselor and a client. One partner will take the Beck’s Depression Inventory and the California Psychological Inventory and have it interpreted by the counselor. The second partner will take the Beck’s Suicide Scale and the CTI and have it interpreted by the counselor. Take the tests by Week 3 of the term to allow your counselor time to review the results.

Step 1: Assign Test. First, meet with your partner in class and determine who will take which pair of psychological tests. Then, use the Mental Measurements Yearbook to review the psychometric properties of the test instruments you will be interpreting as the counselor before meeting your assigned client. Familiarize yourself with the test purpose, time required, and also potential questions a client might ask regarding the test.

Step 2: Review Test. In a confidential setting by yourself review the results of your client’s test before interpreting the results in class on the due date. Identify patterns that emerge from the results. What do you notice? What do the results suggest? What will you share with the client? Please keep the test materials in a locked and confidential setting.

Step 3: Interpret Test. In class take turns communicating test results of the inventories you took using the following steps (bring your client’s test results with you to class):
1. **Check-in with the Client:** The first step of test interpretation involves discussing with the client how s/he felt on the day the assessment was administered and how the client perceived the assessment itself.

2. **Provide Structure for the Interpretation:** Begin by first explaining the purpose of the assessment. Don’t go right into the results of the client’s score. Explain the purpose of the assessment in non-academic jargon. Check for understanding with the client.

3. **Review the Results:** If appropriate, sit side-by-side with a client so that you and the client can look over the assessment results together. Make sure that the client can read the results as you go over them. Do not assume that the client understands the results. Check for understanding and remember to explain the results without the use of elaborate statistics. Be prepared to explain what the results mean and do not mean. Avoid over identifying with the assessment results. Discuss the client’s rejection of low test scores. The primary concern is what the test results mean to the client, not what they mean to the counselor.

4. **Integrate the Results:** Integrate the assessment results with other client information. Emphasize the importance of adding the assessment data to other information that the client has. For example, scholastic aptitude scores should be related to school grades.

5. **Plan for the Future:** The final step is planning with the client how the assessment results will be applied. Emphasize the usefulness of the findings for the client’s decision-making rather than for the information it provides to the counselor.
## Test Interpretation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Mastery 20 Points</th>
<th>Proficient 15 Points</th>
<th>Developing 10 Points</th>
<th>Beginning 5 Points</th>
<th>Inadequate 0 Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor checks in with the client</td>
<td>Counselor excels at checking in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor satisfactorily checks in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor unsatisfactorily checks in with the client regarding the client’s perspective on the assessment.</td>
<td>Counselor does not check in with the client regarding the client’s perspective on the assessment.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td>Counselor provides structure for the interpretation</td>
<td>Counselor excels at structuring the session in an organized way.</td>
<td>Counselor structures the session in an organized way.</td>
<td>Counselor is inconsistent in structuring the session in an organized way.</td>
<td>Counselor does not structure the session.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td>Review the Results</td>
<td>Counselor excels at reviewing the results with the client.</td>
<td>Counselor satisfactorily reviews the results with the client.</td>
<td>Counselor unsatisfactorily reviews the results with the client.</td>
<td>Counselor does not review the results with the client.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td>Integrate the Results</td>
<td>Counselor excels with integrating assessment results with other aspects of the client’s life.</td>
<td>Counselor satisfactorily integrates assessment results with other aspects of the client’s life.</td>
<td>Counselor unsatisfactorily integrates assessment results with other aspects of the client’s life.</td>
<td>Counselor does not integrate assessment results with other aspects of the client’s life.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td>Plan for the Future</td>
<td>Counselor excels at discussing next steps with the client.</td>
<td>Counselor satisfactorily discusses next steps with the client.</td>
<td>Counselor unsatisfactorily discusses next steps with the client.</td>
<td>Counselor does not discuss next steps with the client.</td>
<td>Unable to observe this skill.</td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Video Activity Assignment

*Directions:* Each week students can participate in Video Activities that relate to weekly course concepts. Each Video Activity has multiple-choice questions. Respond to the questions when prompted. Video Activities are graded only on the weeks in which there is not a *Helper Studio Video* assignment (4 total). The weeks in which there is a Helper Studio Video assignment students can complete the Video Activity as a practice non-graded exercise (4 total).
Quizzes

*Directions:* There are a total of 10 quizzes. Each quiz is in multiple-choice format. Students have 30 minutes to complete the quiz once they start it. They can only take the quiz once. Quiz content is based on weekly course concepts. Quizzes will appear in the weekly course modules on Mondays at 12:00am PST. Students have until Sunday at 11:59pm PST to complete the quiz.
Helper Studio Assignment

*Directions*: Helper Studio assignments provide students with practical application of assessment in counseling. To complete this assignment you will need to first watch a Helper Studio video of a client on the week it is assigned. Then, create a 1-2 minute *video recording* of yourself responding to the client as a counselor using the Canvas media recorder. Consider what may be an appropriate response given the client in the Helper Studio video. Save the recording and upload it to Canvas. The video should show the counselor. Audio recordings are not accepted. Students will be evaluated on their assessment methodology, professionalism, appropriateness of intervention, and demonstration of multicultural competence.
## Helper Studio Assignment Rubric - Greg

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appreciation of Legal Issues</strong></td>
<td>Demonstrates an advanced understanding of and sensitivity to issues related to court-ordered treatment.</td>
<td>Demonstrates an understanding of issues related to court-ordered treatment, but may sometimes stumble.</td>
<td>Acknowledges legal issues related to court-ordered treatment but does not integrate these with counseling.</td>
<td>Fails to acknowledge issues related to court-ordered treatment or does not act in ways consistent with legal responsibilities.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Counselor is consistently professional in his or her presentation and interactions with client. This may be demonstrated through the use of respect and appropriate interventions during session.</td>
<td>Counselor is somewhat professional in his or her presentation and interactions with client. This may be demonstrated through the use of respect and appropriate interventions during session.</td>
<td>Counselor is minimally professional in his or her presentation and interactions with client. This may be demonstrated through the use of respect and appropriate interventions during session.</td>
<td>Counselor is dismissive during session and acts in an unprofessional or disrespectful manner toward client.</td>
</tr>
<tr>
<td><strong>Appropriateness of Intervention</strong></td>
<td>Counselor consistently employs interventions that are appropriate given the content of the session and knowledge of the client's needs.</td>
<td>Counselor frequently employs interventions that are appropriate given the content of the session and knowledge of the client's needs.</td>
<td>Counselor sometimes employs interventions that are appropriate given the content of the session and knowledge of the client's needs.</td>
<td>Counselor rarely or never employs interventions that are appropriate given the content of the session and knowledge of the client's needs.</td>
</tr>
<tr>
<td><strong>Multicultural Competence</strong></td>
<td>Counselor consistently demonstrates thoughtful and insightful multicultural competence during session.</td>
<td>Counselor frequently demonstrates thoughtful and insightful multicultural competence during session.</td>
<td>Counselor sometimes demonstrates thoughtful and insightful multicultural competence during session.</td>
<td>Counselor fails to demonstrate thoughtful and insightful multicultural competence during session.</td>
</tr>
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</table>
### Helper Studio Assignment Rubric – Other Clients

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Methodology</strong></td>
<td>Therapist effectively assesses the client. This is done in a culturally-relevant manner and in a way that the client can comprehend.</td>
<td>Therapist somewhat effectively assesses the client. This is done in a culturally-relevant manner and in a way that the client can comprehend.</td>
<td>Therapist somewhat effectively assesses the client. This is not necessarily done in a culturally-relevant manner and may be delivered in a way that the client has difficulty comprehending.</td>
<td>Therapist inappropriately uses assessment during the session or does so in a culturally insensitive manner.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Counselor is consistently professional in his or her presentation and interactions with client. This may be demonstrated through the use of respect and appropriate interventions during session.</td>
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</table>
Literature Circle Assignments

Directions: A "Literature Circle" is a structure for talking about specific publications with your peers. As part of this class, you will participate in two literature circles, during weeks 5 and 8 of the term. During each circle, you will take on one of the following roles below. During our first class meeting, each student will sign up for one role for our first literature circle (week 5), and a different role for our second literature circle (week 8). As a group, determine who will play each of the following roles for the two literature circles: (1) Discussion Director/Facilitator, (2) Connector/Extender, and (3) Theory/Vocabulary Enricher.

Role Descriptions:

Co-Discussion Director/Facilitator: These students are responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day’s reading assignment. As the group facilitators, it is also these students’ job to direct the group discussion.

Connector/Extender: These students are responsible for finding connections between the assigned readings and the outside world. This means connecting the reading to the following: one’s own life, happenings at school or in the community, similar events at other times and places, other assigned readings for the course, other books or stories, other writings on the same topic, or other writings by the same author.

Theory/Vocabulary Enricher: These students are responsible for finding especially important theories and vocabulary in the assigned reading. Selected theories should reflect meaningful concepts and terms within the field of counseling tests and measures and/or to the counseling profession as a whole. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.
Discussion Director/Facilitator

As a Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)
Connector

As a Connector, it is your job to find connections between the text your group is reading and the outside world. This means connection the reading to:

* Your own life  * Happenings at school or in the neighborhood

* Similar events at other times and places  * Other books or stories  * Other course readings

* Other writings on same topic  * Other writings by the same author  * Your emerging theory

Think about a minimum of two connections the reading reminded you of. List the connection and explain how it relates to the day’s reading.

1.)

2.)
Theory and Vocabulary Enricher

As the Theory and Vocabulary Enricher, it is your job to look for especially important theoretical terms and vocabulary words within the assigned readings. Theoretical concepts and vocabulary words chosen should be:

* Important * Unfamiliar * Different * Puzzling * Thought-provoking

* Funny * Used in an unusual way * Interesting

List a minimum of 2 theories and 3 words that you feel would be worth discussing with your group.

<table>
<thead>
<tr>
<th>Theory or word selected and Page # found</th>
<th>Definition based on context</th>
<th>Reason theory or word was selected</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:
Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)
Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.

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Email Policy

I will do my best to respond to emails within 24 hours (not including weekends). Please do not expect an instant response or a response before 24 hours. I will not respond to emails or phone calls on the weekend. You are highly encouraged to obtain contact information (including phone and email) from at least 2 other students in the course for the purpose of asking about the course content, or for coordinating class activities.

Clarification Regarding Dr. Turow’s Role as Adjunct Faculty/Instruction

In my role as adjunct faculty at Seattle University, I serve students in an educational capacity. I do not provide counseling or psychotherapy to students in my classes, nor do I enter into any sort of therapeutic relationship with them (even to provide referrals to other mental health professionals). This limitation reflects the American Psychological Association’s ethical code, section 3.05 (http://www.apa.org/ethics/code/). If you have a stressful situation or mental health issue that impacts your course participation or assignments, please consult with Disabilities Services to help arrange accommodations. If you need mental health referrals for yourself or for others, I encourage you to obtain them by consulting with CAPS (an appointment is not necessary to request referrals via an email or an in-person visit) or by visiting the website www.psychologytoday.com.

Encouragement

I have confidence that each student can develop a deeper understanding of the ways that tests and measures are developed, administered, interpreted, and researched in the counseling profession. I also hope to enhance students’ appreciation for the importance of tests and measures to psychological science and practice.

In this class, you will frequently see new terms, as well as new mathematical expressions and equations. You may feel daunted by some of the unfamiliar jargon and quantitative approaches, but please practice self-encouragement to forge ahead with a growth mindset. Learning the material for this course may feel at times as though you are learning a new language. As you read the scientific literature assigned for this course, remember that you do not need to understand every single word or term in each article in order to learn from the readings and to expand your grasp on the material. Instead, focus on understanding what you can, while pushing yourself to grow further each week. Please do use the resources above as needed, and please take good care of yourselves as your approach this course and as you prepare for careers in the counseling professions.