

# EDCEP 815: Using Tests in Counseling Spring 2024

## Instructor Information

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Office hours are by appointment only

## Course Description

Focus on the use of tests as an integral part of counseling. Emphasizes interpretation of scores, issues of psychological and educational measurement, and selection and evaluation of instruments.

## Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course students will be prepared to:

Learning Objective	CACREP Standard(s)
Demonstrate an understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling	CACREP II.F.7.a
Demonstrate an understanding of the methods of effectively preparing for and conducting initial assessment meetings	CACREP II.F.7.b
Demonstrate an understanding of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	CACREP II.F.7.c; V.G.2.g
Demonstrate an understanding of the use of assessments for diagnostic and intervention planning purposes	CACREP II.F.7.e
Demonstrate an understanding of the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	CACREP II.F.7.f
Demonstrate an understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	CACREP II.F.7.g
Demonstrate an understanding of reliability and validity in the use of assessments	CACREP II.F.7.h
Demonstrate an understanding of the use of assessments relevant to academic/educational, career, personal, and social development in clinical and P-12 settings	CACREP II.F.7.i; V.G.1.e
Demonstrate an understanding of the use of environmental assessments and systematic behavioral observations	CACREP II.F.7.j
Demonstrate an understanding of the use of symptom checklists, and personality and psychological testing	CACREP II.F.7.k
Demonstrate an understanding of the use of assessment results to diagnose developmental, behavioral, and mental disorders	CACREP II.F.7.l
Demonstrate an understanding of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	CACREP II.F.7.m

## Counseling Program Key Performance Indicator(s)

KPI 7: Students are able to conduct assessment of risk including suicide, danger to others, self-inflicted harm, and the presence of mental health disorders

KPI 7 Assessment: Suicide Assessment Demonstration

KPI 10: Student is able to demonstrate knowledge of statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

KPI 10 Assessment: Quiz #1 – Basic Assessment Principles

### **KSU College of Education Vision**

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

### **KSU College of Education Mission**

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

### **KSU College of Education Conceptual Framework**

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I.) *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II.) *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III.) *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV.) *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V.) *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

### **Required Reading Materials**

#### Textbook(s)

Whitson, S. C. (2017). *Principles and Applications of Assessment in Counseling (5<sup>th</sup> ed.)*. Cengage Learning. Boston, MA

### Research Articles (provided by instructor)

Gallo, L. and Wachter Morris, C. A. (2022). Suicide intervention in schools: If not school counselors, then who? *Teaching and Supervision in Counseling* 4(2), Article 6. <https://doi.org/10.7290/tsc043z3v>

Stone, C. (2022). School counselors' vital role in suicide intervention: A response to Gallo and Wachter Morris. *Teaching and Supervision in Counseling* 4(2), Article 7. <https://doi.org/10.7290/tsc04n2mz>

### **Instructional Delivery Methods**

This course is delivered asynchronously, which allows you to complete coursework on your own schedule within a given timeframe. You will use Canvas to watch lectures, complete activities and assignments, and take assessments throughout the semester. The course content is delivered on a weekly basis with each week opening on Monday and closing on Sunday. You will need to complete all activities for that week by 11:59PM each Sunday.

### **Evaluation Plan**

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

**Flip Discussions:** Throughout the semester, you will participate in a video discussion board using Flip. At the beginning of the semester, I will send you an invite code to join our course Flip group. Each week, I will post topics and discussion prompts on the Flip page. To earn credit for these assignments, you should post a video response that fully addresses the provided prompt. If your response does not fully address the prompt provided or does not follow any specific instructions provided in the prompt, you will not be able to earn credit for the Flip discussion. **Each Flip discussion is worth 10 points.** If you are new to Flip, please see here for a quick start-up guide for students: <https://help.flip.com/hc/en-us/articles/360051542894-Getting-Started-Students>.

**Quizzes:** During the first half of the semester, you will learn about the foundational concepts of assessment. There will be five quizzes covering these concepts, and each quiz will have 10 questions. **You can earn up to 30 points toward your grade on each quiz.** Each quiz is due by 4:30PM on the due date listed on the course calendar. The content covered on each quiz is listed below:

Quiz 1 – Basic Assessment Principles

Quiz 2 – Reliability & Validity

Quiz 3 – Ethical Issues, Legal Issues, and Issues Related to Diversity in Assessment

Quiz 4 – Selecting, Administering, Scoring, and Communicating Assessment Results

Quiz 5 – Initial Assessment Skills

**Suicide Assessment Demonstration:** One of the most important types of assessment in counseling is suicide assessment. In this course, you will learn how to complete suicide risk assessments as well as actions steps for reacting to potentially suicidal clients. Then, you will have an opportunity to demonstrate your mastery of these essential skills. For this assignment, you will participate in a recorded role play s in which you will assess a client for suicide risk. **You can earn up to 250 points on this assignment.** For more information about grading, please see the assignment rubric in Appendix A.

**Assessment Experiences:** During the second half of each semester, you will begin learning about specific assessments that are commonly used in counseling. Each week, you will learn about a particular type of assessment and you will have an opportunity to take a version of that assessment. To earn credit for these assignments, you must take the assessment and then write a 2–3-page (minimum 500 words of content) paper that addresses the following prompts:

- Describe the assessment that you took and discuss your results.
- If these were the client's assessment results, how would you interpret and explain the results?

- What was your experience while taking the assessment?
- What do you think it would be like for a client/student to take this assessment?

**You can earn up to 30 points on each assessment experience.**

**NOTE:** The tests that you will take are for educational purposes only. Results from any of the tests that you take are not clinical and should not be used for making any personal decisions.

**Assessment Results Role Plays:** In addition to using assessments, counselors are also expected to explain the results of assessments to their clients. To prepare you for this important job, you will participate in three recorded role plays. For each role play, I will provide you with a “counselor” role and a “client” role. You should play the “counselor” role and record a session in which you explain the results of the assessment to a “client.” The person who plays the “client” role can be a classmate, friend, family member, etc. During your session, you will interpret and explain the results of the assessment. These recorded role plays will be submitted on Canvas. **You can earn up to 50 points on each assessment results role play.** For more information about grading, please see the assignment rubric in Appendix B.

**Final Exam:** At the end of the semester, you will have a comprehensive final exam consisting of 50 multiple choice questions. You will take this exam on Canvas, and it will cover all material from the semester (in-class and from the text). The exam will open on Canvas on May 6 at 8:00 AM and close on May 10 at 8:00 PM. You must take the exam on Canvas during this window. If you do not take the exam during the testing window, you will receive a "0" for your final exam grade. Once you begin the exam, you will have 75 minutes to complete the exam. Make sure that you plan your time appropriately, and make sure that you have a stable internet connection. No retakes or late sessions will be offered for the exam. **You will have an opportunity to earn up to 200 points toward your grade.**

### Grading Scale

The minimum number of total points required for each grade is listed below:

A = 900 pts

B = 800 pts

C = 700 pts

F = 0 pts

### Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to [www.ksu.edu/honor](http://www.ksu.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center

accesscenter@k-state.edu  
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

### **Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

### **Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](https://www.k-state.edu/sga/judicial/student-code-of-conduct.html) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

### **Statement Regarding Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential

support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

### Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance

- K-State Online students have free access to mental health counseling with My SSP – 24/7 support via chat and phone (<https://www.k-state.edu/lafene/programs/myssp.html>).
- The Office of Student Life ([k-state.edu/studentlife](http://k-state.edu/studentlife)) can direct you to additional resources.
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### Tentative Course Calendar

Week	Dates	Topic	Readings	Assignments	CACREP Stds.
1	01/16/24 – 01/21/24	Introduction to Assessment in Counseling	Ch. 1	Flip #1	2.F.7.a
2	01/22/24 – 01/28/24	Basic Assessment Principles	Ch. 2	Flip #2 Quiz #1	2.F.7.f, g
3	01/29/24 – 02/04/24	Reliability Validity	Ch. 3 & 4	Flip #3 Quiz #2	2.F.7.h
4	02/05/24 – 02/11/24	Ethical and Legal Issues in Assessment Issues Related to Assessment with Diverse Populations	Ch. 5 & 6	Flip #4 Quiz #3	2.F.7.m
5	02/12/24 – 02/18/24	Selecting, Administering, Scoring, and Communicating Assessment Results	Ch. 7	Flip #5 Quiz #4	2.F.7.m
6	02/19/24 – 02/25/24	Initial Assessment in Counseling Universal Mental Health Screening	Ch. 8; UMHS Article	Flip #6 Quiz #5	2.F.7.b
7	02/26/24 – 03/03/24	Risk & Suicide Assessment	Articles on Canvas	Flip #7	2.F.7.c; 5.G.2.g

8	03/04/24 – 03/10/24	Risk & Suicide Assessment		Suicide Assessment Demonstration	2.F.7.c; 5.G.2.g
	03/11/24 – 03/17/24	<b>Spring Break – No Class</b>	<b>Enjoy your break!</b>		
9	03/18/24 – 03/24/24	Intelligence & General Ability Testing	Ch. 9	Flip #8 Assessment #1	2.F.7.i; 5.G.1.e
10	03/25/24 – 03/31/24	Assessing Achievement & Aptitude	Ch. 10	Flip #9 Assessment #2	2.F.7.i; 5.G.1.e
11	04/01/24 – 04/07/24	Assessment in Career Counseling	Ch. 11	Assessment #3	2.F.7.i; 5.G.1.e
12	04/08/24 – 04/14/24	Appraisal of Personality	Ch. 12	Assessment #4 Role Play #1	2.F.7.k
13	04/15/24 – 04/21/24	Assessing Depression & Anxiety	Articles on Canvas	Assessment #5 Role Play #2	2.F.7.l
14	04/22/24 – 04/28/24	Behavioral Assessment	Ch. 13	Role Play #3	2.F.7.j
15	04/29/24 – 05/05/24	Using Assessments in Diagnosis & Treatment Planning	Ch. 15	Flip #10	2.F.7.e, l
16	05/06/24 – 05/08/24	Final Exam		Final Exam	

## Appendix A: Suicide Assessment Skill Exercise Rubric

Skill to be Evaluated (Total points available)	Exceeds Expectations (100%)	Meets Expectations (80%)	Needs Improvement (60%)	Inadequate (0%)
<b>Relational Skills (50)</b>	<ul style="list-style-type: none"> <li>-Prioritizes counselor-client relationship throughout the entire assessment</li> <li>-Actively collaborates with client throughout assessment</li> <li>-Clearly demonstrates empathy through both verbal and nonverbal communication</li> <li>-Uses statements to normalize client's experience when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is mostly prioritized during assessment</li> <li>-Conversation is mostly collaborative during assessment</li> <li>-Demonstrates empathy through either verbal or nonverbal communication;</li> <li>-Uses statements to normalize client's experience when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is minimally prioritized</li> <li>-Collaboration is only minimally present and conversation appears one-sided at times</li> <li>-Empathy is only minimally demonstrated</li> <li>- Does not use normalizing statements</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is not prioritized</li> <li>-Collaboration is not present and conversation is one-sided</li> <li>-Does not demonstrate empathy</li> <li>-Does not use normalizing statements</li> </ul>
<b>Clear &amp; Direct Communication (50)</b>  <b>*Note – this criterion is pass/fail only</b>	<ul style="list-style-type: none"> <li>-Questions about suicide are clear and direct</li> <li>-Does not use euphemisms or abstract language</li> </ul>			<ul style="list-style-type: none"> <li>-Does not ask about suicide in a clear or direct manner throughout assessment</li> <li>-Relies on euphemisms or abstract language</li> </ul>
<b>Exploration of Suicidal Ideation (30)</b>	<ul style="list-style-type: none"> <li>-Thoroughly explores suicidal thoughts</li> <li>-Able to confidently determine frequency, intensity, and duration</li> </ul>	<ul style="list-style-type: none"> <li>-Sufficiently explores suicidal thoughts</li> <li>-Mostly able to determine frequency, intensity, and duration</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of suicidal thoughts is limited</li> <li>-Can only make a limited determination of frequency, intensity, and duration</li> </ul>	<ul style="list-style-type: none"> <li>-Does not explore suicidal ideation</li> <li>-Unable to determine frequency, intensity, and duration</li> </ul>
<b>Exploration of Suicide Risk Factors (30)</b>	<ul style="list-style-type: none"> <li>-Thoroughly explores client's suicide risk factors</li> </ul>	<ul style="list-style-type: none"> <li>-Sufficiently explores client's suicide risk factors</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of client's suicide risk factors is limited</li> </ul>	<ul style="list-style-type: none"> <li>- Does not explore client's suicide risk factors</li> </ul>
<b>Exploration of Suicide Plan (30)</b>	<ul style="list-style-type: none"> <li>-Thoroughly explores client's suicide plan</li> <li>-Able to confidently determine specificity, lethality, availability, and proximity</li> </ul>	<ul style="list-style-type: none"> <li>-Sufficiently explores client's suicide plan</li> <li>-Mostly able to determine specificity, lethality, availability, and proximity</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of client's suicide plan is limited</li> <li>-Can only make a limited determination of specificity, lethality, availability, and proximity of suicide plan</li> </ul>	<ul style="list-style-type: none"> <li>-Does not explore client's suicide plan</li> <li>-Unable to determine specificity, lethality, availability, and proximity of suicide plan</li> </ul>
<b>Exploration of Protective Factors (30)</b>	<ul style="list-style-type: none"> <li>-Thoroughly explores client's protective factors</li> </ul>	<ul style="list-style-type: none"> <li>-Sufficiently explores client's protective factors</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of client's protective factors is limited</li> </ul>	<ul style="list-style-type: none"> <li>-Does not explore client's protective factors</li> </ul>
<b>Action Plan (30)</b>	<ul style="list-style-type: none"> <li>-Appropriate next steps are determined</li> <li>-Steps are clearly communicated with client</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate next steps are determined</li> <li>-Steps are communicated with client, but are a bit unclear</li> </ul>	<ul style="list-style-type: none"> <li>-An element of the action plan does match the level of risk determined</li> <li>-Plan is poorly explained to client</li> </ul>	<ul style="list-style-type: none"> <li>-Action plan is not created OR an inappropriate plan is created</li> <li>-Does not explain steps to client</li> </ul>
<b>TOTAL</b>	<b>/ 250 PTS</b>			



## Appendix B: Assessment Results Role Play Rubric

Criteria	Exceeds Expectations (100%)	Meets Expectations (80%)	Needs Improvement (60%)	Inadequate (0%)
<b>Relational Skills (10)</b>	<ul style="list-style-type: none"> <li>-Prioritizes counselor-client relationship throughout the entire assessment</li> <li>-Actively collaborates with client throughout assessment</li> <li>-Clearly demonstrates empathy through both verbal and nonverbal communication</li> <li>-Uses statements to normalize client's experience when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is mostly prioritized during assessment</li> <li>-Conversation is mostly collaborative during assessment</li> <li>-Demonstrates empathy through either verbal or nonverbal communication;</li> <li>-Uses statements to normalize client's experience when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is minimally prioritized</li> <li>-Collaboration is only minimally present and conversation appears one-sided at times</li> <li>-Empathy is only minimally demonstrated</li> <li>- Does not use normalizing statements</li> </ul>	<ul style="list-style-type: none"> <li>-Counselor-client relationship is not prioritized</li> <li>-Collaboration is not present and conversation is one-sided</li> <li>-Does not demonstrate empathy</li> <li>-Does not use normalizing statements</li> </ul>
<b>Accuracy of Assessment Interpretation (10)</b>	Interpretation of results is correctly provided to client	At least one inaccurate statement is made during the interpretation of results	Two inaccurate statements are made during the interpretation of the results	More than two inaccurate statements are made during the interpretation of the results
<b>Clarity of Explanation (10)</b>  *Note – this criterion is pass/fail only	Explanation of assessment results is clearly explained			Explanation of assessment results is not clearly explained
<b>TOTAL</b>	<b>/ 30 PTS</b>			