



*Preparing diverse, ethical, reflective, and clinically skilled counselors  
to be multicultural and social justice leaders and advocates.*

## Counseling Tests and Measurement

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**SYLLABUS | Summer 2023**

### Course Description

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**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:** To prepare students to use their understanding of assessment to assess individuals' abilities, aptitudes, achievements and interests.

#### Course information

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Course code: PSYCH 5910  
Credits: 3  
Location: Online Asynchronous

#### Instructor information

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Instructor: XX  
Phone: 206-296-XX  
Email: [XX@seattleu.edu](mailto:XX@seattleu.edu)  
Office Hours: **By appointment**

### Text & Materials

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#### Required Texts, Reading Materials, and Technology

Hays, D. G. (2017). *Assessment in counseling: Procedures and practices* (6th ed.). American Counseling Association.

[https://primo.seattleu.edu/permalink/01ALLIANCE\\_SEAU/v8pspf/alma99656635301868](https://primo.seattleu.edu/permalink/01ALLIANCE_SEAU/v8pspf/alma99656635301868)

ISBN: 978-1-119-37527-2

**Other Readings:**

Additional readings and content assigned by the professor are made available on Canvas

**Technology:**

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes the ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [servicedesk@seattleu.edu](mailto:servicedesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

**Course Rationale: Professional Standards**

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**CACREP Standards**

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F4. CAREER DEVELOPMENT

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

F5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- l. suicide prevention models and strategies

F7. 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
- 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. 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

## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### C.1. FOUNDATIONS

- e. psychological tests and assessments specific to clinical mental health counseling

### C.3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

## **Course Objectives and Key Performance Indicators**

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- *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 deliver and interpret assessment results in culturally appropriate ways
- Students will become familiar with procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- Students will be introduced to procedures for identifying trauma and abuse and for reporting abuse
- Students will gain understanding on 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

## **Office Hours**

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Office Hours are by appointment. Please email me at \_\_\_\_\_@seattleu.edu to set up a time.

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

## **Response Times**

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The best way to reach me is to use \_\_\_\_\_@seattleu.edu. I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

## **Methods of Instruction**

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### *Change in Delivery of Instruction*

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course is delivered in an asynchronous format. Asynchronous online learning allows students to view course material at any time. All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity except for COUNO 5100 (Fundamental Counseling Skills), COUNO 5170 (Group Counseling), and the practicum and internship courses. It includes class discussion boards, video content, reading content, and interactive elements. Viewing all asynchronous material is essential for success in the course. Additionally, a group project will require small group interaction among group members.

### *Digital Delivery Expectations*

Seattle University utilizes Canvas as the learning management system for all courses in the program. There are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment

- All student assignments must be submitted on Canvas
- All student communication on course with faculty must occur through Canvas

## Assignments

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All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

## Student Performance Evaluation Criteria and Procedures

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Assignment	CACREP Standard	Points Possible
Test results & communication video - Summative Assignment	F.7.a-m; C.1.e, C.3.a	100 pts
Discussion Postings	F.7.a-m; C.1.e, C.3.a	40 pts
Compare/contrast group Presentations	F.7.a-m; C.1.e, C.3.a	100 pts
Group Presentation Participation	F.7.a-m; C.1.e, C.3.a	40 pts
Test scoring and written interpretation	F.7.a-m; C.1.e, C.3.a	75 pts

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

## SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1	Intro to Testing and Measurements: Standards and Ethics	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 1 and 2</li> <li>• See Canvas for additional required content</li> <li>• Week 1 discussion</li> </ul>	F.7.a, e, f, j, k	Discussion board
Week 2	Being an Ethically and Culturally Responsive Assessor: The Role of Ethics and Culture	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 3 and 4</li> <li>• See Canvas for additional required content</li> <li>• Week 2 discussion</li> </ul>	F.7.j, m	Discussion board
Week 3	All About the Instruments! Types of Assessments and Their Statistical Properties	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 5 and 6</li> <li>• See Canvas for additional required content</li> <li>• Week 3 discussion</li> </ul>	F.7.f-h	Discussion board
Week 4	A Moment in Time: The Initial Assessment and Interview	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 7</li> <li>• See Canvas for additional required content</li> <li>• Week 4 discussion</li> <li>• Group Presentation due</li> </ul>	F.7.b,c F.5.l C.1.e C.3.a	Group presentation  Discussion board
Week 5	Whose Test is it Anyway?: Test Selection, Interpretation, and Communication	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 15</li> <li>• See Canvas for additional required content</li> </ul>	F.7.e, l, m	Group presentation  <b>Test scoring &amp; interpretation assignment</b>

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> <li>• Test scoring &amp; Interpretation</li> <li>• Watch Suicide/Risk presentation</li> </ul>		
Week 6	Exploring the Deep Sea: Substance, Mental Health, and Interpersonal Assessments	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 8 and 14</li> <li>• See Canvas for additional required content</li> <li>• Watch Depression group presentation</li> </ul>	F.7.e, l	Group presentation
Week 7	If You Believe it, You Can Achieve it: Ability and Career Assessments	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 10 and 11</li> <li>• See Canvas for additional required content</li> <li>• Summative assignment due</li> <li>• Watch Anxiety group presentation</li> </ul>	F.7.e, i, l, m F.4.e, i	Group presentation  Summative assignment
Week 8	Who Are You?: Values and Personality Assessments	<ul style="list-style-type: none"> <li>• Hays (2017) Chp 12 and 13</li> <li>• See Canvas for additional required content</li> <li>• Watch Personality group presentation</li> </ul>	F.7.e, k, m F.4.e	Group presentation



## Formatting & Submitting Assignments

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All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

**APA Style:** For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University's Online Writing Lab \(OWL\)](#) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

## Academic Integrity Tutorial

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Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

## Assignment Deadline Policies

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Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

## Discussion Posting Deadline Policies

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There will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

## Workload in this Course

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Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

## **Diversity, Equity, and Inclusion**

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The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

## **Academic Resources to Support Your Learning**

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I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>
- **Learning Assistance Programs:** The [Learning Assistance Programs](#) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.

- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](#) page or book a [Virtual Consultation](#) online.
- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

## University Policies

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- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.
- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, [\*Policy on Religious Accommodations for\*](#)

Students.

- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: [oiie@seattleu.edu](mailto:oiie@seattleu.edu) or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar's [Academic Policies](#) page.

Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**