

## Syllabus

### Course Overview

This course is delivered in the GuidedPath format. This course is an introduction to the general area of psychological assessment, testing, and measurement, including theory, content, and standardization of measures of intelligence, interests, personality, achievement, and psychopathology. The basic knowledge and skills in assessment, tests, and measures are essential for all professional counselors. Included in the course is a discussion of how assessment is used as a reflection of effective practice. One way of using an assessment strategy includes the following steps:

- Evaluation of method.
- Selection of an appropriate instrumentation or method.
- Administration according to established protocol.
- Interpretation of results or outcomes.
- Review of implications and applications of assessment results.

Examples of methods and strategies will be provided throughout the course as each is linked to the practice of counseling. The course will review the selection and administration of conduct assessments and testing instruments along with the interpretation and communication of client test results. Case studies will illustrate several applications in counseling. The concepts of testing interpretation, statistical measurement, and psychological assessment are covered thoroughly, as are tools to measure mental health, personal values and interests, intelligence, interpersonal relationships, academic aptitude, career development, and the assessment of ethnic and minority populations. Professional standards set forth by the American Counseling Association for test development and use will be reviewed in detail.

## Assessment Requirements

Course Competencies and CACREP Standards

Course Competencies	CACREP 2016 Standards
<p><b>Competency 1 – Analyze the historical and theoretical basis for assessment methods, strategies, and techniques in counseling.</b></p>	<p>2.F 7a – Historical perspectives concerning the nature and meaning of assessment and testing in counseling.</p> <p>2.F 7e – Use of assessments for diagnostic and intervention planning purposes.</p> <p>2.F 7k – Use of symptom checklists, and personality and psychological testing.</p> <p>MCFC.1e – Principles and models of assessment and case conceptualization from a systems perspective.</p> <p>MCFC.3a – Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective.</p>
<p><b>Competency 2 – Compare assessments using basic measurement constructs.</b></p>	<p>2.F 7f – Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.</p> <p>2.F 7g – Statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p> <p>2.F 7h – Reliability and validity in the use of assessments.</p> <p>MCFC.1f – Assessments relevant to marriage, couple, and family counseling.</p> <p>MHC.1e – Psychological tests and assessments specific to clinical mental health counseling.</p> <p>SC.1e – Assessments specific to P–12 education.</p>
	<p>2.F 6m – Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.</p>

Course Competencies	CACREP 2016 Standards
<b>Competency 3 – Apply ethical and legal issues related to individual assessments according to the appropriate professional counseling organization standards.</b>	MCFC.2o – Ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling.
<b>Competency 4 – Discriminate between different categories of assessment instruments and their practical application.</b>	2.F 7f – Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.  2.F 7i – Use of assessments relevant to academic/educational, career, personal, and social development.  2.F 7j – Use of environmental assessments and systematic behavioral observations.  CMHC.3a – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.  MCFC.2c – Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
<b>Competency 5 – Apply assessment concepts for special populations as well as ethnic and culturally diverse populations.</b>	CMHC.2j – Cultural factors relevant to clinical mental health counseling.  MCFC.2m – Cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration.
<b>Competency 6 – Communicate in a manner that is scholarly, respectful of the diversity, dignity, and integrity of others and consistent with the codes of ethics guiding members of the counseling profession.</b>	2.F1i – Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.  2.F2c – Multicultural counseling competencies.  2.F8a – The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

**Course Competencies**

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the historical and theoretical basis for assessment methods, strategies, and techniques in counseling.
- 2 Compare assessments using basic measurement constructs.
- 3 Apply ethical and legal issues related to individual assessments according to the appropriate professional counseling organization standards.
- 4 Discriminate between different categories of assessment instruments and their practical application.
- 5 Apply assessment concepts for special populations as well as ethnic and culturally diverse populations.
- 6 Communicate in a manner that is scholarly, respectful of the diversity, dignity, and integrity of others and consistent with the codes of ethics guiding members of the counseling profession.

**Course Prerequisites**

*There are no prerequisites for this course.*

## **Syllabus >> Course Materials**

### **Required**

The materials listed below are required to complete the learning activities in this course.

### **Integrated Materials**

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Boston, MA: Cengage Learning. ISBN: 9781305271487

### **Library**

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Arbsi, P. A. (2001). Review of the Beck Depression Inventory-II. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Bugaj, A. M. (2017). Review of the Wechsler Intelligence Scale for Children–Fifth Edition, Integrated. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. San Antonio, TX: Pearson.
- Burck, A. M., Laux, J. M., Harper, H., & Ritchie, M. (2010). Detecting faking good and faking bad with the Substance Abuse Subtle Screening Inventory–3 in a college student sample. *Journal of College Counseling*, 13(1), 63–72.
- Canivez, G. L. (2010). Review of the Wechsler Adult Intelligence Scale–4th Edition. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. San Antonio, TX: Pearson.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56, 267–283.
- Ciechalski, J. C. (2010). Review of the Skills Confidence Inventory, Revised Edition. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Denzine, G. M. (2010). Skills confidence inventory. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Farmer, R. F. (2001). Review of the Beck Depression Inventory-II. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Feldstein, S. W., & Miller, W. R. (2007). Does subtle screening for substance abuse work? A review of the Substance Abuse Subtle Screening Inventory (SASSI). *Addiction*, 102(1), 41–50.
- Fernandez, E. (2003). Review of the Substance Abuse Subtle Screening Inventory–3. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Granello, D. H. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling*, 32(3), 218–235.
- Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling and Development: JCD*, 88(3), 363–371.
- Hendricks, B. E., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal*, 19(2), 217–224.
- Kantamneni, N., & Scheel, M. J. (2010). Review of the Strong Interest Inventory [2012 Revision]. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Kelly, K. R. (2010). Review of the Strong Interest Inventory [2012 Revision]. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Kluck, A. S. (2014). Review of the NEO Personality Inventory-3. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Kluck, A. S. (2017). Review of the Mini-Mental State Examination (2nd ed.). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Litman, J., & Lunsford, G. (2009). Frequency of use and impact of coping strategies assessed by the COPE Inventory and their relationships to post-event health and well-being. *Journal of Health Psychology*, 14(7), 982–991.
- Matthews, M. S. (2017). Review of the Wechsler Intelligence Scale for Children–Fifth Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. San Antonio, TX: Pearson.
- Naugle, K. A. (2009). Counseling and testing: What counselors need to know about state laws on assessment and testing. *Measurement and Evaluation in Counseling and Development*, 42(1), 31–45.
- Olson, D. H. (2000). Circumplex model of marital and family systems. *Journal of Family Therapy*, 22(2), 144–166.
- Osborn, D. (2012). An international discussion about cross-cultural career assessment. *International Journal for Educational and Vocational Guidance*, 12(1), 5–16.
- Osman, A., Bagge, C. L., Gutierrez, P. M., Konick, L. C., Kopper, B. A., & Barrios, F. X. (2001). The suicidal behaviors questionnaire-revised (SBQ-R): Validation with clinical and nonclinical samples. *Assessment*, 8(4), 443–454.
- Pittenger, D. J. (2003). Review of the Substance Abuse Subtle Screening Inventory–3. B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients. *Psychological Assessment*, 4(3), 268–271.
- Schraw, G. (2010). Review of the Wechsler Adult Intelligence Scale–Fourth Edition. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. San Antonio, TX: Pearson.
- Smith, S. R., Wiggins, C. M., & Gorske, T. T. (2007). A survey of psychological assessment feedback practices. *Assessment*, 14(3), 310–319.
- Strang, J. M. (2017). Review of the Mini-Mental State Examination (2nd ed.). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). ACA code of ethics [PDF]. Available from <https://www.counseling.org>
- American School Counselor Association. (2010). Ethical Standards for School Counselors [PDF]. Available from <http://www.schoolcounselor.org>

- Grutter, J., & Hammer, A. (2012). [Strong interest inventory profile and interpretive report \[PDF\]](https://www.cpp.com/Pdfs/smp284104.pdf). Retrieved from <https://www.cpp.com/Pdfs/smp284104.pdf>
- Hood, A. B. (2001). [Communicating assessment results in the counseling interview](https://files.eric.ed.gov/fulltext/ED457438.pdf). Retrieved from <https://files.eric.ed.gov/fulltext/ED457438.pdf>.
- National Institute on Alcohol Abuse and Alcoholism. (n.d.). [Substance abuse subtle screening inventory \(SASSI\)](https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66_SASSI.pdf). Retrieved from [https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66\\_SASSI.pdf](https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66_SASSI.pdf).
- University of Miami Department of Psychology. (n.d.). [COPE inventory](http://www.psy.miami.edu/faculty/ccarver/sc/COPEF.html). Retrieved from <http://www.psy.miami.edu/faculty/ccarver/sc/COPEF.html>

## Suggested

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Acevedo-Polakovich, I. D., Reynaga-Abiko, G., Garriott, P. O., Derefinco, K. J., Wimsatt, M. K., Gudonis, L. C., & Brown, T. L. (2007). [Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os](#). *Professional Psychology: Research and Practice*, 38(4), 375–384.
- Ackerman, P. L. (2002). [Gender differences in intelligence and knowledge: How should we look at achievement score differences?](#) *Issues in Education*, 8(1), 21–30.
- Archer, R. (1992). Review of the Minnesota Multiphasic Personality Inventory-2. In J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook*. Minneapolis, MN: University of Minnesota Press.
- Beier, M., & Ackerman, P. (2005). [Age, ability, and the role of prior knowledge on the acquisition of new domain knowledge: Promising results in a real-world learning environment](#). *Psychology and Aging*, 20(4), 341–355. doi:10.1037/0882-7974.20.2.341
- Benson, N. (2014). Review of NEO personality inventory-3. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Byara-Winston, A. (2010). [The vocational significance of black identity: Cultural formulation approach to career assessment and career counseling](#). *Journal of Career Development*, 37(1), 441–464.
- Erford, B. T., Jackson, J., Bardhoshi, G., Duncan, K., & Atalay, Z. (2018). Selecting suicide ideation assessment instruments: A meta-analytic review. *Measurement and Evaluation in Counseling and Development*, 51(1), 42–60.
- Fleenor, J. W. (2001). Review of the Myers-Briggs Type Indicator, Form M. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Gudmundsson, E. (2009). [Guidelines for translating and adapting psychological instruments](#). *Nordic Psychology*, 61(2), 29–45.
- Hagmann-von Arx, P., Meyer, C., & Grob, A. (2008). [Assessing intellectual giftedness with the WISC-IV and the IDS](#). *Zeitschrift für Psychologie/Journal of Psychology*, 216(3), 172–179. doi:10.1027/0044-3409.216.3.172
- Mastrangelo, P. M. (2001). Review of the Myers-Briggs Type Indicator, Form M. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Mastrangelo, P. M. (2003). Review of the Structured Interview for the Five-Factor Model of Personality. In B. S. Plake & J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Nichols, D. (1992). Review of the Minnesota Multiphasic Personality Inventory-2. In J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook*. Minneapolis, MN: University of Minnesota Press.
- Palladino Schultheiss, D. E. (2005). Qualitative relational career assessment: A constructivist paradigm. *Journal of Career Assessment*, 13(4), 381–394.
- Piazza, N. J., Martin, N., & Dildine, R. J. (2000). [Screening instruments for alcohol and other drug problems](#). *Journal of Mental Health Counseling*, 22(3), 218–227.
- Sternberg, R. (2003). A broad view of intelligence: The theory of successful intelligence. *Consulting Psychology Journal: Practice and Research*, 55(3), 139–154. doi:10.1037/1061-4087.55.3.139
- Urbina, S. (2003). Review of the Structured Interview for the Five-Factor Model of Personality. In B. S. Plake & J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Walfish, S., Streiner, D. L., & Wise, E. A. (2010). A review and comparison of the reliabilities of the MMPI-2, MCMI-III, and PAI presented in their respective test manuals. *Measurement and Evaluation in Counseling and Development*, 42(4), 246–254.

## External Resource

- SAMHSA-HRSA Center for Integrated Health Solutions. (n.d.). [Suicide behaviors questionnaire-revised \(SBQ-R\) – Overview](https://www.integration.samhsa.gov/images/res/SBQ.pdf). Retrieved from <https://www.integration.samhsa.gov/images/res/SBQ.pdf>

## Unit 1 >> Historical Perspectives and Use of Assessment Procedures in Counseling

### Introduction

Assessment has always played a part in counseling. Whiston (2017) points out the strong relationship that assessment has held within the field of counseling throughout the history of the profession.

This unit will provide an introduction and overview of various tools and procedures used in the assessment process. You will become acquainted with a wide range of how assessments are used in various counseling settings.

Why use assessments, tests, and measures in counseling? If counselors did not measure and use standardized tools, all judgments and conclusions would be subjectively based. Some individuals object that translating human behavior into numbers takes away human dignity and deprives individuals of their identity. Research explores both sides of these claims. Psychological assessments and tests, as this course will discuss, are objective in the scientific sense, in that their reliability, validity, and item difficulty level are usually experimentally determined before they are used widely. The topics of reliability, validity, and other scientific aspects of assessment, tests, and measures will be covered in future units.

### Reference

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Boston, MA: Cengage Learning.

### Learning Activities

#### u01s1 - Assessment in Counseling

### Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 1, "Assessment in Counseling," pages 1–17.
- Chapter 16, "Monitoring and Evaluating Counseling," pages 328–341.

#### u01s1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Analyze the evolution of assessments in counseling practice.

#### u01s2 - Mental Measurements Yearbook

In this course, you will spend a lot of time researching assessment tools in the [Mental Measurements Yearbook](#) (MMY). This database contains reviews written by counseling professionals of many assessment tools. In studies, you will be linked directly to specific reviews in the MMY. You may use it in assignments to learn about other assessment tools.

Take some time to explore the guide to the MMY to familiarize yourself with this database.

Note that while the MMY is one primary tool for learning about assessment reviews, it is not an exhaustive resource. You may need to conduct a more general search in the Capella University Library to find information about specific assessments.

#### u01d1 - Assessment in Counseling: History, Roles & Analysis

Reflect on the history of assessment. What is assessment? What role does assessment play in your specialization? How will assessment be integrated into your professional identity and practice as a counselor?

Choose one of the roles that assessment plays in the field of counseling other than initial assessment for treatment. Examples are discussed in Chapter 16 of your text, such as treatment monitoring, evaluation and accountability, outcome assessment, or data analysis. Select a peer-reviewed article that presents this type of assessment in your specialization. Summarize the study and integrate information from the text to illustrate how the article exemplifies that particular role of assessment.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

---

Principles and Applications of Assessment in Counseling

u01d1 - Learning Components

- Analyze the evolution of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 2 >> Ethical and Multicultural Implications in Assessment

### Introduction

In this unit, you will explore the relevant ethical codes and federal regulations regarding assessment. The federal regulations apply to using assessments with diverse populations. The purpose of reviewing the relevant professional standards is to gain a strong foundation of the principles that guide counselors toward the competent use of assessment. These principles challenge counselors to assess their competence in the use of specific assessment tools. Additional resources are listed so that you may explore this issue in greater depth and gain clarity regarding relevant considerations in assessing competence.

You will analyze the challenges faced by counselors to make culturally competent decisions regarding assessments, tests, and measures. Certain tests are more suited to particular areas of practice and different populations. When choosing a test for a special population, the ethical guidelines for test usage are a major consideration. The Americans with Disabilities Act has specific requirements for the person administering the test as well as special arrangements for how and where the test is administered. It is critical to determine the impact that a failure to consider ethical and cultural diversity issues, and language barriers, can have on the assessment process.

Important ethical and social issues are involved in the competence of the counselor to use the various available assessment instruments. Client welfare issues are taken into account in test consideration, privacy, confidentiality, and gender bias. Awareness of the methods by which publishers have attempted to eliminate, or reduce, gender bias is important.

### Learning Activities

u02s1 - Ethical Issues in Counseling

## Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 5, "Ethical and Legal Issues in Assessment," pages 78–95.
- Chapter 6, "Issues Related to Assessment with Diverse Populations," pages 96–118.

Use the Capella University Library and the Internet to read the following:

- Naugle, K. A. (2009). *Counseling and testing: What counselors need to know about state laws on assessment and testing*. *Measurement and Evaluation in Counseling and Development*, 42(1), 31–45.
- Arbisi, P. A. (2001). *Review of the Beck Depression Inventory-II*. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

- Farmer, R. F. (2001). Review of the Beck Depression Inventory-II. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Scan the standards or code of ethics related to your profession or field of study:
  - American Counseling Association. (2014). ACA code of ethics [PDF]. Available from <https://www.counseling.org>
  - American School Counselor Association. (2010). Ethical Standards for School Counselors. Available from <http://www.schoolcounselor.org>
  - Hendricks, B. E., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal*, 19(2), 217–224.
- Read the Masters in Counseling: Research Guide.

## Research

In preparation for this unit's discussion, use the internet to research your state's laws or rules for your specialization to determine what types of assessments you may be qualified to administer with appropriate training and supervision after you receive your counseling license. Compare your findings with the information you learned in Naugle's article above.

## Optional Readings

If you choose, read:

- Acevedo-Polakovich, I. D., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C., & Brown, T. L. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os. *Professional Psychology: Research and Practice*, 38(4), 375–384.
- Gudmundsson, E. (2009). Guidelines for translating and adapting psychological instruments. *Nordic Psychology*, 61(2), 29–45.

u02s1 - Learning Components

- Evaluate ethical issues associated with the administration and reporting of assessments.

### u02d1 - Ethical/Legal and Cultural Considerations in Assessment & Assessment Qualification Levels

Review the qualification levels for the use of psychological assessment presented in Naugle's "Counseling and Testing" in this unit's study activity. Compare these qualifications to your state laws or rules in your specialization to determine your qualification level, and describe what type of assessments you may be qualified to administer with appropriate training and supervision after you are licensed in your state. As a licensed or certified counselor in your specialization, which level will you qualify under in your state, and what do training and supervision entail for Level A, B, and C tests?

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

---

[Counseling and Testing: What Counselors Need to Know About State Laws on Assessment and Testing](#)

u02d1 - Learning Components

- Evaluate ethical issues associated with the administration and reporting of assessments.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

### u02d2 - Reviewing Assessment Tools Practice

After you have read Arbisi's and Farmer's reviews of the Beck Depression Inventory-II (BDI-II), compare each author's evaluation of assessment applicability to specific populations. What weaknesses are revealed about the development of the test? To what degree do these issues warrant cautions

regarding the use of the BDI-II with diverse populations? Refer to the code of ethics for your profession (ACA Code of Ethics, AAMFT Code of Ethics, or ASCA Code of Ethics) in your response.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

[Graduate Discussion Participation Scoring Guide](#)

---

[Farmer's Review of the Beck Depression Inventory-II \(Important: Farmer's review is underneath Arbisi's review on the same page.\)](#)

---

[Arbisi's Review of the Beck Depression Inventory-II](#)

---

[ACA code of ethics \[PDF\]](#).

---

[Ethical Standards for School Counselors \[PDF\]](#).

u02d2 - Learning Components

- Analyze the application of assessments for ethnically and culturally diverse populations.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

### Unit 3 >> Basic Assessment Principles and Diagnosis

#### Introduction

An in-depth understanding of test construction methods and terms is essential for the professional development and administering of psychological assessment or tests. Your text provides a detailed overview of key concepts that you need to grasp in order to evaluate assessment instruments. While many counselors see themselves as consumers of research information regarding assessments rather than assessment developers, it is still necessary to master basic test construction concepts to avoid making errors in test selection and interpretation.

Because assessments are often used to assist counselors in the process of diagnosis or problem identification, it is critical to understand the roles and limitations of assessment procedures used for this purpose. The current edition of the *Diagnostic and Statistical Manual* published by the American Psychiatric Association (2013) is part of the process for those in the mental health field.

Reference

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

#### Learning Activities

u03s1 - Basic Principles of Assessment

## Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 2, "Basic Assessment Principles," pages 18–36.

Use the Capella University Library and the Internet to read the following:

- National Institute on Alcohol Abuse and Alcoholism. (n.d.). [Substance abuse subtle screening inventory \(SASSI\)](https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66_SASSI.pdf). Retrieved from [https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66\\_SASSI.pdf](https://pubs.niaaa.nih.gov/publications/assessingalcohol/InstrumentPDFs/66_SASSI.pdf).
- Fernandez, E. (2003). [Review of the Substance Abuse Subtle Screening Inventory–3](#). In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

- Pittenger, D.J. (2003). [Review of the substance abuse subtle screening inventory–3](#). In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

## Research

In preparation for this unit's discussion, locate one scholarly peer-reviewed article from the Capella University Library related to the appropriateness of SASSI-3 with young adult clients presenting problem drinking on a college campus.

### u03s1 - Learning Components

- Define key measurement constructs for assessment tools.
- Examine measurement constructs related to a selected assessment tool.

### u03s2 - Assignment Preparation

In this assignment, you are required to support your assignment with five scholarly research studies applying the selected assessment tool in professional practice. Read the assignment description in this unit and spend time locating scholarly research studies to support your assignment.

### u03d1 - Norm-Referenced Assessment

An important aspect of using a norm-referenced assessment is the degree to which the norming group is representative of the target population to be assessed. Analyze available reviews for the Substance Abuse Subtle Screening Inventory (SASSI-3) in the *Mental Measurements Yearbook*. Provide a brief evaluation of the appropriateness of using SASSI-3 with young adult clients presenting problem drinking on a college campus. Incorporate one scholarly peer-reviewed article from the Capella University Library to support your evaluation.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

### Course Resources

---

[Graduate Discussion Participation Scoring Guide](#)

---

[Review of the Substance Abuse Subtle Screening Inventory–3](#)

---

[Review of the Substance Abuse Subtle Screening Inventory–3.](#)

---

[Capella University Library](#)

---

[Database Guide: Mental Measurements Yearbook](#)

### u03d1 - Learning Components

- Analyze the application of assessments for ethnically and culturally diverse populations.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 4 >> Key Measurement Concepts

### Introduction

This unit covers the critical measurement concepts of reliability and validity. These concepts are commonly found in licensure exams and are the key to understanding and evaluating assessment procedures. By the use of specific statistical procedures, the utility of the reliability, validity, sensitivity, central tendency, variance, and specificity of a given assessment tool or test for a particular population or individual can be determined.

Repetition and practice in applying reliability and validity concepts are recommended for mastery. The study activities provide opportunities to engage in both strategies. Take advantage of optional resources as needed to reinforce and deepen your understanding. This unit may require more time for reading and review to master the content.

## Learning Activities

### u04s1 - Measurement Concepts

## Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 3, "Reliability," pages 37–55.
- Chapter 4, "Validity and Item Analysis," pages 56–77.

Use the Capella University Library to read the following:

- Burck, A. M., Laux, J. M., Harper, H., & Ritchie, M. (2010). Detecting faking good and faking bad with the Substance Abuse Subtle Screening Inventory–3 in a college student sample. *Journal of College Counseling*, 13(1), 63–72.
- Feldstein, S. W., & Miller, W. R. (2007). Does subtle screening for substance abuse work? A review of the Substance Abuse Subtle Screening Inventory (SASSI). *Addiction*, 102(1), 41–50.

## Multimedia

- Complete the Reliability and Validity Exercise presentation to test your understanding of concepts related to reliability and validity.
- Complete the Evaluating Assessments for Reliability and Validity presentation to learn more about how reliability and validity are integrated into the development of an assessment.

## Optional Reading

- Piazza, N. J., Martin, N., & Dildine, R. J. (2000). Screening instruments for alcohol and other drug problems. *Journal of Mental Health Counseling*, 22(3), 218–227.

### u04s1 - Learning Components

- Define key measurement constructs for assessment tools.
- Examine measurement constructs related to a selected assessment tool.

### u04a1 - Mental Measurements Yearbook Review and Ethical Use of Assessment

Complete a review of an assessment in your specialization area using the Mental Measurements Yearbook (MMY). Read the review for your chosen assessment tool in the MMY and other scholarly articles that establish the appropriate use of the assessment and what it purports to measure.

Complete the following for your assignment:

- Identify the history of assessment in counseling. Describe the importance of assessment in counseling and the role of assessment in your specialization.
- Complete a review of the selected assessment. What is the reliability and validity of the assessment?
- Analyze the theoretical basis for the selected assessment tool in your area of professional practice. (All assessments are rooted in theory. For example, the Beck Depression Inventory is rooted in Beck's Cognitive Theory.)
- Apply ethical considerations associated with administering the selected assessment. Provide an example to demonstrate that you understand how ethical considerations apply to the use of your selected assessment. Some considerations include counselor competency, client rights, counselor responsibilities, and legal issues.
- Evaluate the appropriateness of the assessment tool for use with the diverse groups that you may encounter in your specialization using the reviewer's evaluation of the assessment and your own conclusions. How does this comparison inform making an ethical judgment of administering

the selected tool with diverse groups of clients? Be certain to integrate these codes into your discussion and cite the relevant sections of the code of ethics for your profession (ACA or ASCA, linked in Resources).

- Discuss how an analysis of this review convinced you to use or not use this assessment in your specialization.
- Incorporate a minimum of five scholarly research studies applying the selected assessment tool in professional practice.

## Assignment Requirements

- **Written communication:** Written communication must be free of errors such that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of five scholarly resources (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Four to six double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

---

[Database Guide: Mental Measurements Yearbook](#)

---

[Library Guide: Finding Test and Measurement Instruments](#)

---

[APA Style and Format](#)

---

[Capella University Library](#)

---

[ACA code of ethics \[PDF\]](#).

---

[Ethical Standards for School Counselors \[PDF\]](#).

---

[Writing Feedback Tool](#)

---

### u04d1 - Reliability and Validity

Using what you learned in the Reliability and Validity Exercise, as well as in the Evaluating Assessments for Reliability and Validity media, discuss the significance of reliability and validity in test creation.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

[Graduate Discussion Participation Scoring Guide](#)

---

[Evaluating Assessments for Reliability and Validity | Transcript](#)

---

[Reliability and Validity Exercise | Transcript](#)

---

### u04d1 - Learning Components

- Define key measurement constructs for assessment tools.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 5 >> Assessment Process

### Introduction

Obtaining a complete initial assessment is the foundation of treatment planning and problem-solving in a solution-oriented approach to counseling. Case management, assessment, and interview skills are essential to counseling families, couples, and individuals, as is competence in the proper implementation of systemic interventions. In addition, if assessing a youth, you must determine specific strategies to implement in order to meet goals and objectives in the school system. The initial assessment also directs what further tests are indicated.

The assessment process usually includes a variety of techniques. The interview can include discussions with family members and significant others. The purpose of the interview is to elicit information in the following areas: demographic data, reason for referral, presenting problem, medical and psychological history, family history, suicide risk assessment, substance abuse assessment, trauma history and assessment, and current concerns. While the interview is being conducted, the counselor makes extensive observations of behavior, thought processes, affect, and mood.

The suicide risk assessment is essential and required in all clinical settings and is becoming part of sound clinical treatment. Talking about suicidal thoughts helps to validate the client's perception and experience and helps build rapport as well as gain insight into moods and behaviors. Hood and Johnson (2007) discuss six significant sets of factors essential to suicide risk assessment—self-reported risk, suicide plan, suicide history, psychological symptoms, environmental stress, and available resources. Clients at risk for suicide may need psychiatric evaluation and follow-up treatment for a medication evaluation and safety plan.

The guidelines for communication of test results will be reviewed, as well as ways to make certain that information is understandable for the client or person receiving the information.

#### Reference

Hood, A. B. & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment instruments* (3rd ed.). Alexandria, VA: American Counseling Association.

### Learning Activities

#### u05s1 - Assessment Process

## Required Readings

Use *Principles and Applications of Assessment in Counseling* to read the following:

- Chapter 7, "Selecting, Administering, Scoring, and Communicating Assessment Results," pages 119–139.
- Chapter 8, "Initial Assessment in Counseling," pages 140–167.

Use the Capella University Library and the internet to read the following:

- Kluck, A.S. (2017). Review of the mini-mental state examination (2nd ed.). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Strang, J.M. (2017). Review of the Mini-Mental State Examination (2nd ed.). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Osman, A., Bagge, C.L., Gutierrez, P.M., Konick, L.C., Kopper, B.A. & Barrios, F.X. (2001). The suicidal behaviors questionnaire-revised (SBQ-R): Validation with clinical and nonclinical samples. *Assessment*, 8(4), 443–454.
- Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling and Development: JCD*, 88(3), 363–371.
- Granello, D. H. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling*, 32(3), 218–235.

## Optional Readings

If you choose, read:

- SAMHSA-HRSA Center for Integrated Health Solutions. (n.d.). Suicide Behaviors Questionnaire-Revised (SBQ-R) – Overview. Retrieved from <https://www.integration.samhsa.gov/images/res/SBQ.pdf>.
- Erford, B. T., Jackson, J., Bardhoshi, G., Duncan, K., & Atalay, Z. (2018). Selecting suicide ideation assessment instruments: A meta-analytic review. *Measurement and Evaluation in Counseling and Development*, 51(1), 42–60.

#### u05s1 - Learning Components

- Evaluate ethical issues associated with the administration and reporting of assessments.
- Analyze factors involved in the interpretation and reporting of assessment results.

#### u05s2 - Assignment Preparation

Next week you will submit the assignment "Assessment Completion and Review of Assessment Constructs." To prepare for this assignment, select one of the assessments from your reading. Then locate another assessment for comparison. The assessments should measure the same construct. For example, if you select the Beck Anxiety Inventory from your readings, you would want to select another tool from the literature that also measures anxiety.

You may also find the Figure 7.1 Example of a Form to Evaluate Assessment Instruments checklist on page 125 from this unit's readings helpful in evaluating assessments.

#### Course Resources

---

[Arbisi's Review of the Beck Depression Inventory-II](#)

---

[Farmer's Review of the Beck Depression Inventory-II \(Important: Farmer's review is underneath Arbisi's review on the same page.\)](#)

---

[Database Guide: Mental Measurements Yearbook](#)

#### u05d1 - Using the Mini Mental Health State Exam

The Mini Mental Status Exam (MSE) is used to determine the level of functioning and is typically completed in the initial session with a client. Many counselors use this in practice settings to note a client's general appearance, mood or affect, speech, thoughts, cognition, and judgment. This test can provide a report of the client's overall mental status.

Review the MSE. Consider and discuss the importance of using this in conjunction with the SBQ-R or other suicide ideation assessment instrument. How might the MSE inform utilizing suicide ideation assessments with a client?

### Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

#### Course Resources

---

[Graduate Discussion Participation Scoring Guide](#)

#### u05d1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

### Unit 6 >> Assessment of Cognitive Abilities

#### Introduction

In this unit, you will review the concept and theoretical constructs of intelligence and various methods and tools used to assess cognitive ability. An understanding of intelligence testing can be facilitated by knowledge of the historical as well as contemporary forces and issues that have played a role in

shaping the development and use of intelligence tests. An important issue surrounding the use of intelligence tests is the determination of how well they predict relevant outcomes, such as performance in school and vocational settings.

Cognitive theories can provide useful concepts when working with youth; however, their use, misuse, and interpretation must be evaluated including a complete psychological assessment and not simply as a score, standing alone. Understanding the limitations of what the test can measure and how the results are presented are critical to determining the appropriate use of the test results.

## Learning Activities

### u06s1 - Cognitive Assessment

## Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 9, "Intelligence and General Ability Testing," pages 168–192.

Use the Capella University Library to read the following:

- Bugaj, A.M. (2017). [Review of the Wechsler intelligence scale for children—Fifth edition, integrated](#). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. San Antonio, TX: Pearson.
- Matthews, M.S. (2017). [Review of the Wechsler Intelligence Scale for Children—Fifth Edition](#). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. San Antonio, TX: Pearson.
- Canivez, G.L. (2010). [Review of the Wechsler adult intelligence scale—Fourth edition](#). In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. San Antonio, TX: Pearson.
- Schraw, G. (2010). [Review of the Wechsler adult intelligence scale—Fourth edition](#). In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. San Antonio, TX: Pearson.

## Optional Readings

If you choose, read:

- Ackerman, P. L. (2002). Gender differences in intelligence and knowledge: How should we look at achievement score differences? *Issues in Education*, 8(1), 21–30.
- Beier, M., & Ackerman, P. (2005). Age, ability, and the role of prior knowledge on the acquisition of new domain knowledge: Promising results in a real-world learning environment. *Psychology and Aging*, 20(4), 341–355. doi:10.1037/0882-7974.20.2.341
- Haggmann-von Arx, P., Meyer, C., & Grob, A. (2008). Assessing intellectual giftedness with the WISC-IV and the IDS. *Zeitschrift für Psychologie/Journal of Psychology*, 216(3), 172–179. doi:10.1027/0044-3409.216.3.172
- Sternberg, R. (2003). A broad view of intelligence: The theory of successful intelligence. *Consulting Psychology Journal: Practice and Research*, 55(3), 139–154. doi:10.1037/1061-4087.55.3.139

### u06s1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Examine measurement constructs related to a selected assessment tool.

### u06a1 - Assessment Completion and Review of Assessment Constructs

**Part 1:** Complete an assessment in your specialization area. Once you have completed the assessment, discuss your expectations for the assessment, the degree of complexity of the assessment items or questions, the perceived relevance of the assessment, and your anticipated results versus actual results (in general). Also, analyze the relevance to your specialization and ethical use of the assessment. Please note that you must take this assessment yourself. Do not administer the assessment to another person(s). Part of the focus of this assignment is to examine your own experience with, and reactions to, the assessment.

**Part 2:** Read the reviews of the assessment in the MMY, or from the Capella University Library, and perform the following actions.

- Examine the key test measurement constructs of reliability and validity for the assessment. You will want to describe the methods used to acquire reliability and validity for the assessment.
- Describe how results of the assessment are interpreted. For example, describe how scores are interpreted in comparison to group means and norms (for a standardized or norm-referenced test) or to cutoff scores (for criterion-referenced test). How are scores on this assessment correlated with other tests that measure the same construct?

- Analyze the effectiveness of the selected assessment tool in your specialization area incorporating a minimum of six scholarly research studies.
- Based on the review of the literature, evaluate if the assessment is clear in its application of measurement concepts. Please use the Assignment Template listed under Resources to compose your assessment constructs paper.

## Assignment Requirements

- **Written communication:** Written communication is free of errors so that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of six scholarly resources (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Six to eight double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

---

[u06a1 Assignment Template \[DOC\]](#)

---

[u06a1 Assessments Chart](#)

---

[Database Guide: Mental Measurements Yearbook](#)

---

[Capella University Library](#)

---

[APA Style and Format](#)

---

[Writing Feedback Tool](#)

---

[Library Guide: Finding Test and Measurement Instruments](#)

---

[Finding Tests and Survey Instruments](#)

### u06d1 - Review of Intelligence Scales

Wechsler has had a significant influence on intelligence testing for children and adults. Review the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) from your unit readings.

Discuss the validity of assessing intelligence; can it be accurately measured? Support your professional opinion with peer-reviewed literature and the results of your review to establish a well-informed position.

## Response Guidelines

Respond to the main discussion post of at least one learner, who took a position similar to your own, and offer evidence that would counter both arguments.

Course Resources

---

[Graduate Discussion Participation Scoring Guide](#)

---

[Principles and Applications of Assessment in Counseling](#)

---

[Review of the Wechsler Intelligence Scale for Children-Fifth Edition](#)

---

[Review of the Wechsler Intelligence Scale for Children-Fifth Edition, Integrated](#)

- Examine measurement constructs related to a selected assessment tool.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 7 >> Assessing Achievement and Aptitude and Career and Interest Assessment

### Introduction

The purposes of achievement and aptitude tests are different. Achievement tests provide scores on knowledge gained over time such as the Common Core State Standards. Achievement tests also assess accountability in schools and on teacher performance. Aptitude tests such as the Scholastic Aptitude Tests (SAT) and the Graduate Record Examination (GRE) assess performance in the future. According to the ASCA standards (2004), school counselors play a role in the academic, career, and personal or social components of school counseling programs. Professional counselors may encounter clients facing a career choice or change that is in need of examining their interests and options. Career and interest inventories are used in counseling across settings.

In this unit, you will analyze different career and life planning assessment tools used in a variety of settings. Career choice and development play a major role in the lives of many individuals. You will find that certain career and life planning assessments are more suited to your particular areas of research and practice than others are. When making a thorough psychological assessment for a special population, one major consideration is selecting a test to obtain missing data and assist the client in reviewing a concrete measurement tool that can make the problem areas seem more objective.

Measures of career development include both attitudinal (career beliefs and concerns) and cognitive (career planning competencies) factors. It is essential for counselors to be able to identify what is blocking an individual's career potential. Assessing individual values and beliefs can play a role in how an individual is functioning at work and achieving their goals and objectives. Additionally, interest inventories can be of assistance if the client and the counselor determine that this can be useful. Comprehensive self-assessments, based on computer programs or career and life planning workbooks, can be used to stimulate growth in clients.

The assessment of various aptitudes plays an important role in the field of psychological testing (Hood & Johnson, 2007). Aptitude is related to achievement in various areas, and while aptitude testing usually occurs primarily in the school years, it can span across a lifetime. In the elementary schools, achievement tests tend to measure accomplishment. Measures of general achievement assess reading, vocabulary, mathematics, and writing skills. Achievement tests can be used for student placement, advancement, to identify areas to strengthen, or to identify a disability.

### Reference

Hood, A. B. & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment instruments* (4th ed.). Alexandria, VA: American Counseling Association.

### Learning Activities

#### u07s1 - Aptitude and Career Assessment

## Required Readings

Use *Principles and Applications of Assessment in Counseling* to read the following:

- Chapter 10, "Assessing Achievement and Aptitude: Applications for Counseling," pages 193–213.
- Chapter 11, "Assessment in Career Counseling," page 214–236.

Use the Capella University Library to read the following:

- Osborn, D. (2012). [An international discussion about cross-cultural career assessment](#). *International Journal for Educational and Vocational Guidance*, 12(1), 5–16.
- Kantamneni, N. & Scheel, M.J. (2010). [Review of the strong interest inventory \[2012 Revision\]](#). In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Kelly, K.R. (2010). [Review of the Strong Interest Inventory \[2012 Revision\]](#). In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Ciechalski, J.C. (2010). [Review of the skills confidence inventory, revised edition](#). In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Denzine, G.M. (2010). Review of the Skills Confidence Inventory, Revised Edition. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.

Review the following in preparation for the first discussion in this unit:

- Grutter, J., & Hammer, A. (2012). [Strong interest inventory profile and interpretive report \[PDF\]](https://www.cpp.com/Pdfs/smp284104.pdf). Retrieved from <https://www.cpp.com/Pdfs/smp284104.pdf>

## Research

In preparation for the second discussion in this unit, locate one scholarly peer-reviewed article from the Capella Library addressing the application of achievement or aptitude assessments in counseling settings.

## Optional Readings

If you choose, read:

- Byara-Winston, A. (2010). The vocational significance of black identity: Cultural formulation approach to career assessment and career counseling. *Journal of Career Development, 37*(1), 441–464.
- Palladino Schultheiss, D. E. (2005). Qualitative relational career assessment: A constructivist paradigm. *Journal of Career Assessment, 13*(4), 381–394.

u07s1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Examine measurement constructs related to a selected assessment tool.

### u07d1 - Assessing Achievement, Aptitude, Career and Interest Inventories

In this unit, you learned about achievement and aptitude tests. What are the similarities and differences in these types of tests? What role might either of these play in your counseling specialization? Examine and briefly identify the uses and differences in each of these.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

### u07d2 - Review of the Strong Interest Inventory and the Skills Confidence Inventory

Review the Strong Interest Inventory and Skills Confidence Inventory from this unit's readings. Provide a description of what the chosen inventory measures, including what it can and cannot determine. Incorporate Osborn's (2012) cross-cultural research to address ethical considerations in administering career assessments to diverse populations.

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the presented ideas? Include examples from the course readings, scholarly literature and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

## Unit 8 >> Personality Assessment

### Introduction

The term **personality** can mean many things. According to Hood and Johnson (2007), "When applied to psychological assessment instruments, however, it is used more narrowly to describe those instruments designed to assess personal, emotional, and social traits and behaviors, as distinguished from instruments that measure aptitudes, achievements, and interests" (p. 149). In this unit, you will enhance your understanding of personality and projective techniques applications.

Techniques to assess personality include a clinical interview, behavioral observations, gathering history information, and the use of personality inventories. Counselors and other mental health professionals use personality assessments for a wide variety of purposes, ranging from clinical assessment to career guidance to job placement. Projective techniques are used less frequently; however, they are valuable in clinical practice. Cohen and Swerdlik (2002) state, "The projective hypothesis holds that an individual supplies structures to unstructured stimuli in a manner consistent with the individual's own unique pattern of conscious and unconscious needs, fears, desires, impulses, conflicts, and ways of perceiving and responding" (p. 436). The use and limitations of various personality assessment techniques will be reviewed.

### References

Cohen, R. J. & Swerdlik, M. (2002). *Psychological testing and assessment: An introduction to tests and measurement* (5th ed.). New York, NY: McGraw-Hill.

Hood, A. B. & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment procedures* (4th ed.). Alexandria, VA: American Counseling Association.

### Learning Activities

#### u08s1 - Personality Assessment

### Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 12, "Appraisal of Personality," pages 237–266.
- Review the section in Chapter 7 on "Communicating Results," pages 129–138.

Use the Capella University Library and the internet to read the following:

- Hood, A. B. (2001). [Communicating Assessment Results in the Counseling Interview](https://files.eric.ed.gov/fulltext/ED457438.pdf). Retrieved from <https://files.eric.ed.gov/fulltext/ED457438.pdf>.
- Pope, K. S. (1992). [Responsibilities in providing psychological test feedback to clients](#). *Psychological Assessment*, 4(3), 268–271.
- Smith, S.R., Wiggins, C.M., & Gorske, T.T. (2007). [A survey of psychological assessment feedback practices](#). *Assessment*, 14(3), 310–319.

### COPE Inventory Assessment and Journal Article

Use the Internet to complete the following:

- University of Miami Department of Psychology. (n.d.) [COPE inventory](http://www.psy.miami.edu/faculty/ccarver/sciCOPEF.html). Retrieved from <http://www.psy.miami.edu/faculty/ccarver/sciCOPEF.html>

- Self-administer and self-score the inventory, created by C. S. Carver at the University of Miami, by following the directions on the Web site.
- Record your answers in a Word document or on a piece of paper.
- Follow these steps to complete the discussion questions for this unit.

After completing the self-administration and self-scoring of the COPE Inventory, use the Capella University Library to read the following:

- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56, 267–283.

## Optional – Readings

If you choose, read:

- Fleenor, J.W. (2001). Review of the Myers-Briggs Type Indicator, Form M. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Mastrangelo, P.M. (2001). Review of the Myers-Briggs Type Indicator, Form M. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook*. Sunnyvale, CA: CPP, Inc.
- Mastrangelo, P.M. (2003). Review of the Structured Interview for the Five-Factor Model of Personality. In B. S. Plake & J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Urbina, S. (2003). Review of the Structured Interview for the Five-Factor Model of Personality. In B. S. Plake & J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Archer, R. (1992). Review of the Minnesota Multiphasic Personality Inventory-2. In J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook*. Minneapolis, MN: University of Minnesota Press.
- Nichols, D. (1992). Review of the Minnesota Multiphasic Personality Inventory-2. In J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook*. Minneapolis, MN: University of Minnesota Press.
- Walfish, S., Streiner, D. L., & Wise, E. A. (2010). A review and comparison of the reliabilities of the MMPI-2, MCMI-III, and PAI presented in their respective test manuals. *Measurement and Evaluation in Counseling and Development*, 42(4), 246–254.
- Benson, N. (2014). Review of NEO personality inventory–3. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.
- Kluck, A.S. (2014). Review of the NEO Personality Inventory-3. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Lutz, FL: Psychological Assessment Resources, Inc.

u08s1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Examine measurement constructs related to a selected assessment tool.
- Analyze factors involved in the interpretation and reporting of assessment results.

**u08s2 - Assignment Preparation: Riverbend City Case Scenarios**

## Multimedia

For next week's assignment, you will analyze one of the case scenarios presented in this media piece. Review the scenarios and choose one that aligns with your specialization and professional interests.

- Click **Riverbend City: Case Scenarios** to complete the multimedia presentation.

After you have viewed the presentation and selected a case scenario, consider the primary question that an assessment should address for the clients. Spend time locating scholarly research studies to support your choice of question and to identify assessments that may be used to address that question.

As part of this assignment, you will need to summarize the client background and interpret an assessment that the clients took previously. To prepare to do this, make sure to review Chapter 7 of your textbook from this unit's readings. Pay special attention to the section on Psychological Reports, noting the information about Background Information, and Assessment Results and Interpretation.

Course Resources

---

Riverbend City: Case Scenarios

u08s2 - Learning Components

- Analyze the application of assessments in counseling practice.

## u08d1 - Personality Assessment Techniques

Personality assessment can utilize objective (structured) or projective techniques. Explain how these techniques are different and why results from these may provide a richer set of data. How could this data apply in your specialization area?

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Analyze the application of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 9 >> Assessment in Marriage and Family Counseling

### Introduction

This unit will review the application of assessment techniques with couples and families. Specific assessment tools will be reviewed and the role of assessment to enhance counseling services to couples and families will be explored. While other coursework may review the use of the genogram as an assessment tool in more detail, it is introduced here.

Specific tools designed to be used with couples and families are outlined. Assessment of couples as part of premarital counseling is given specific attention. Tools that help counselors to assess parenting skills are also covered. The opportunity to explore the application of an assessment tool to families is presented in the discussion activity.

### Learning Activities

#### u09s1 - Assessment in Marriage and Family Counseling

## Required Readings

Use *Principles and Applications of Assessment in Counseling* text to read the following:

- Chapter 14, "Assessment in Marriage and Family Counseling," pages 281–299.

Use the Capella University Library to read the following:

- Litman, J. & Lunsford, G. (2009). Frequency of use and impact of coping strategies assessed by the COPE Inventory and their relationships to post-event health and well-being. *Journal of Health Psychology, 14*(7), 982–991.
- Olson, D. H. (2000). Circumplex model of marital and family systems. *Journal of Family Therapy, 22*(2), 144–166.

u09s1 - Learning Components

- Analyze the application of assessments in counseling practice.

#### u09a1 - Final Assignment

In this assignment, you will be applying your knowledge of assessment in counseling to a specific scenario. Use the Resources provided and the Capella University Library to complete the following:

- Select one of the cases in your specialization area.
  - The scenario you choose should be based on your counseling specialization.
- Identify the primary question an assessment needs to address for your identified scenario.
  - What is the primary presenting concern of the client or clients in your scenario?
- Examine three different assessment tools for the identified case:
  - Identify a symptom checklist that might be useful, and describe its application in this case.
  - Describe personality assessment, and identify a personality assessment instrument and its application in this case.
  - Describe a third assessment that has been identified and completed providing hypothetical results for your chosen case. Examine the following:
    - Provide a clear description of the case's completed assessment tool, and measure of the identified problem. Use evidence from the literature to support your description.
    - Describe how the case's completed assessment is scored and interpreted. In your description of the assessment's scoring and interpretation, be certain to incorporate the measurement constructs (such as reliability and validity) you have learned about throughout this course. Be certain to discuss the ways in which the assessment is validated for use with diverse clients.
- Review the hypothetical results of the completed assessment for your case.
  - Interpret and present these results in your paper.
- Evaluate how assessment is linked to the practice of counseling.
  - As the counselor for your identified scenario, how do the assessment tools you examined in the previous section support your work as a counselor? Be certain to discuss the applicability of each to initial assessment.
  - Then, go beyond initial assessment to examine the ways you can use assessment throughout the counseling process.
- Evaluate how the assessments can be used with diverse clients as part of an ethical assessment process.
  - How would you present the assessment results to your client or clients?
  - Describe the process of presenting assessment results with a clear consideration of the client's unique cultural context. Be certain to identify the relevant sections of the code of ethics for your profession (e.g., ACA, ASCA).

Please use the Assignment Template listed in the Resources to compose your final assignment paper.

## Assignment Requirements

- **Written communication:** Written communication must be free of errors such that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of 4–6 scholarly resources (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Seven to ten double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

---

[Assignment Template \[DOC\]](#)

---

[APA Style and Format](#)

---

[Capella University Library](#)

---

[ACA code of ethics \[PDF\]](#)

---

[Ethical Standards for School Counselors \[PDF\]](#)

---

[Writing Feedback Tool](#)

The COPE Inventory is used to assess various ways of coping with stress. Consider a scenario of a family dealing with one child being newly diagnosed with a chronic illness, which is very distressing for the parents and the other children in the family. Review the COPE and consider how this inventory could be useful as an assessment in this case. Provide a rationale for your position. State the limitations of this assessment with this case. What are the ethical considerations that should be kept in mind when communicating the assessment results to the family members?

## Response Guidelines

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

---

[COPE Inventory](#)

u09d1 - Learning Components

- Evaluate ethical issues associated with the administration and reporting of assessments.
- Analyze the application of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.

## Unit 10 >> Course Wrap-Up and Reflection

### Introduction

This unit is primarily dedicated to reflecting on how your understanding of assessment has developed throughout the course. It is now time to reflect on your course experience. This course has been designed to challenge, engage, and impact your professional life.

In wrapping up the course, reflect on how you have developed as a graduate student. You have explored a range of assessment tools, participated in the discussion area, and practiced applying assessment concepts to situations you may encounter professionally. At this time, therefore, you are asked to articulate your understanding of how assessment interfaces with your profession.

Last, but not least in importance, this unit strongly urges you to complete the course evaluation. This information is used in the School of Counseling and Human Services to assist with course revision and to provide instructors with feedback about the teaching-learning experience.

### Learning Activities

#### u10q1 - Assessment, Tests, and Measures Quiz

This multiple-choice quiz will gauge your understanding of the material presented in this course and provide an opportunity for you to demonstrate your mastery of the course competencies:

- Analyze the historical and theoretical basis for assessment methods, strategies, and techniques in counseling.
- Compare assessments using basic measurement constructs.
- Apply ethical and legal issues related to individual assessments according to the appropriate professional counseling organization standards.
- Discriminate between different categories of assessment instruments and their practical application.
- Apply assessment concepts for special populations as well as ethnic and culturally diverse populations.

Read the following instructions before taking the quiz:

- You must take and submit the quiz in this unit.
- There is no time limit on the quiz.
- You may make only one attempt at completing the quiz. An attempt is started when you save an answer to any question. You cannot retake the quiz to change your grade. Once the grade is recorded, it cannot be changed.
- You may access the quiz by clicking on the quiz title to view the questions.
- There are 10 questions in this quiz. Each question is worth ten points.

- When you have answered all questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

**Tip:** Do not start an attempt, that is, save any answers, for the quiz until you are ready to complete it.

### **u10d1 - Assessment in Counseling**

Evaluate your position on the role of assessment in counseling and compare it to your initial ideas at the beginning of the course in the Unit 1 discussion. What are your expectations for assessments in practice? How important are understanding assessment constructs to choosing the appropriate assessments in practice (reliability or validity)? What contributed most to your understanding of assessment in counseling? Discuss the experience of completing and scoring assessments, interpreting results, and the practice of reporting results.

### **Response Guidelines**

Respond to the main discussion post of at least one learner. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

---

Graduate Discussion Participation Scoring Guide

### **u10d1 - Learning Components**

- Define key measurement constructs for assessment tools.
- Analyze the application of assessments in counseling practice.
- Apply knowledge of APA style for references and citations.
- Develop communications appropriate for the audience.