



Course Information

Course Title, Number, & Section Number: Testing and Assessment in Counseling, COUN-595-001

Term & Year:

Number of Credits: 3 credits

Course Location: Murphy Center 500

Dates & Times: Thursdays, 1/17/2022-5/6/2022, 6:30-9:30pm

Instructor Information

Name of Instructor:

Instructor Contact Information:

Email:

Cell Phone:

Office Hours:

Instructor(s) Preferred Method/Times for Student Contact: Email is the best way to reach me and I will respond within 24-48 hours.

Course Description

The course provides an overview to the basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. The course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills with a variety of populations. Prerequisite: 510 or 545.

Required Course Materials

Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Mental Health Presses. ISBN 13: 978-0615455648

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Cengage Learning. ISBN 13: 978-130527148788

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

Course Objectives As a result of successfully completing this course, the student will be able to:

- Describe the key principles for appraisal and testing in counseling (2016 CACREP Standards F.7.a, F.7.b., F.7.e)
- Select and critique instruments/tests appropriate and effective for assessing populations and conditions, including consideration for diverse, multicultural populations (2016 CACREP Standards F.7.f., F.7.g., F.7.h., F.7.m)
- Synthesize knowledge and skill for application of evidence-based testing and assessment in the field of counseling (2016 CACREP Standards F.7.c., F.7.d., F.7.i., F.7.j., F.7.k., F.7.l., F.7.m.)

Alignment Table of Learning Outcomes and Course Work:

The curriculum is designed to enhance a student’s professional identity as a counselor and counseling skills. The Student Learning Outcomes for this course are aligned with 2016 CACREP standards, the Wisconsin School Counseling: Licensing Program Guidelines and WI Substance Abuse Counseling specialty as explicated through specific assignments noted in the tables below

Student Learning Outcomes	2016 CACREP Standards	Assignments
<p>Assessment: Students will accurately describe the key principles for appraisal and testing in counseling.</p>	<ul style="list-style-type: none"> ▪ 2.F.7.a.. Historical perspectives concerning the nature and meaning of assessment and testing in counseling. 	<p>Assessment Instrument Review, Testing and Assessment Application Paper, Knowledge Check, Course readings and discussion, Testing Timeline activity</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings. 	<p>Testing and Assessment Application Paper, Knowledge Check, Course readings and discussion, Role-plays</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.e. Use of assessments for diagnostic and intervention planning purposes. 	<p>Testing and Assessment Application Paper, Case Studies, Knowledge Check, Course readings and discussion, Case study application, Diagnostic Assessment activity</p>
<p>Students will select and critique instruments/tests appropriate and effective for assessing populations, including consideration for diverse, multicultural populations.</p>	<ul style="list-style-type: none"> ▪ 2.F.7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. 	<p>Assessment Instrument Review, Knowledge Check, Course readings and discussion</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. 	<p>Assessment Instrument Review, Knowledge Check, Course readings and discussion</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.h. Reliability and validity in the use of assessments 	<p>Assessment Instrument Review, Knowledge Check, Course readings and discussion, Assessment search activity</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results 	<p>Assessment Instrument Review, Testing and Assessment Application Paper, Knowledge Check, Case study and discussion on readings, Testing Bias activity</p>
<p>Students will synthesize knowledge and skill for application of testing and assessment in the field of clinical counseling</p>	<ul style="list-style-type: none"> ▪ 2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide 	<p>Testing and Assessment Application Paper, Knowledge Check, Course discussion on readings, Case study application, Role-Plays</p>
	<ul style="list-style-type: none"> ▪ 2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse. 	<p>Testing and Assessment Application Paper, Knowledge</p>

		Check, Course discussion on readings, Case study application, Role-plays
	<ul style="list-style-type: none"> ▪ 2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development ▪ 2.F.5.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development 	Testing and Assessment Application Paper, Knowledge Check, Case Studies, Course readings and discussion, Case study application, Assessment Search activity
	<ul style="list-style-type: none"> ▪ 2.F.7.j. Use of environmental assessments and systematic behavioral observations. 	Testing and Assessment Application Paper, Knowledge Check, Case Studies, Course readings and discussion, Case study application, Assessment Search activity
	<ul style="list-style-type: none"> ▪ 2.F.7.k. Use of symptom checklists, and personality and psychological testing 	Assessment Instrument Review, Testing and Assessment Application Paper, Knowledge Check, Case Studies, Course readings and discussion, Case study application, Assessment Search activity
	<ul style="list-style-type: none"> ▪ 2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders 	Testing and Assessment Application Paper, Knowledge Check, Case Studies, Course readings and discussion, Diagnostic Assessment activity

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments/Activities
Synthesize knowledge and skill for application of evidence-based testing and assessment in the field of counseling	9. Demonstrate the ability to utilize student data, institutional assessments, and research from the field to improve school counseling programs and improve the learning environment for all students (WI SC #9)	Assessment Instrument Review

COUN 595: Testing and Assessment
EDUCATIONAL REQUIREMENT FOR STATE OF WI

SAC Education	595
1. <i>Assessment</i>	25
2. <i>Counseling</i>	
3. <i>Case Management</i>	
4. <i>Education</i>	
5. <i>Professional Responsibility</i>	5
6. <i>Electives within the performance domains listed above</i>	15
Total	45

Course Instruction Methodology

Lecture, assigned readings, research, discussion, experiential activities, assignments, and individual evaluation are included in this course.

Evaluation Method

Case Studies (2)	Assessment Instrument Review	Testing Application Paper	Knowledge Check
100 Points 34%	60 Points 21%	80 Points 28%	50 Points 17%

Grading Scale:

A	95-100%
A/B	90-94%
B	84-89%
B/C	79-83%
C	73-78%
C/D	68-72%
D	61-67%
F	<61%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty, and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, unsolicited use of course content is not allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

COVID-19

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (<https://appadvice.com/game/app/viterbo-university/1315582792>). A green status will be required for entry into all courses. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassess instruction until the faculty member is able to return.

Updated Fall 2021

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the 2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith, and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- Undergraduate Catalog: <https://www.viterbo.edu/node/23866#Attendance%20Policy>
- Graduate Catalog: <https://www.viterbo.edu/node/28556#Attendance>

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time, be prepared for our collective work, and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom. Keep your video on, mute yourself when not speaking and focus your attention on the speaker. Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Here are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone if possible
- Do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: <https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15

Updated Fall 2021

weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Diversity and Inclusion Statement

It is my intention and hope that students in my courses feel respected and celebrated for their diverse experiences and backgrounds. My courses strive to promote multiculturalism and will encourage students to improve self-awareness and sensitivity to social justice, diversity, and multicultural issues within a nonjudgmental framework. As differing perspectives and worldviews will be presented throughout course activities and discussions, it is critical students feel as if they are heard and respected throughout their learning in this course. Please be respectful of others' emotions, be mindful of your own, and let me know if there is something discussed that requires additional attention and thoughtfulness. It is not my intent to be provocative or cause discomfort with curriculum, though topics of privilege and social justice may cause discomfort for you at times. I encourage you to take steps towards growth, lean into discomfort, and learn from one another's differences, perspectives, and strengths. It is my goal to promote a culturally sensitive and emotionally available learning environment. I am available to speak with you at any time, in or outside of class, as necessary to support you in playing an active role in this process.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual

misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:
<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.