



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: Assessment and Appraisal in Counseling
Course Number: CNS-6025
Course Date: Fall 2020
Course Meeting Times: Wednesdays, 7:30 P.M. – 9:30 P.M.
Course Location: Good Counsel Hall - Room 211
Course Designation: Level II Course (Required for the Clinical Mental Health Counseling Program and School Counseling Program)
Semester Hours: 3
Prerequisites: Level I Courses
Limitation on Enrollment: 18

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• or by appointment

Course Description: This course examines the theory, administration, interpretation, and reporting of tests and assessments. Students will become familiar with the administration of various assessments for the diagnostic purposes and career counseling. Students will review

information on the intake process, appropriate selection of assessment with considerations towards cultural sensitivity, behavioral observation techniques, and the integration of test data for report writing.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of

grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Comprehend the purpose and intentions of various forms of assessment to address academic, emotional, social, and career difficulties with attention to the cultural sensitivity of the individual
- B. Incorporate ethical standards into planning, administration, and reporting to ensure an appropriate approach to assessment
- C. Advocate for the individual by completing a comprehensive assessment evaluation to interpret various forms of information and report findings to the individual
- D. Analyze assessment techniques and review psychometric properties utilized within scholarly research articles to consider methods for future research
- E. Understand the diagnostic process from initial intake to formal diagnosis with an awareness of diagnostic similarities and differences within the Diagnostic and Statistical Manual and International Classification of Diseases
- F. Differentiate between the multiple assessment approaches for individuals experiencing crisis and non-crisis situations

II. Course Content

- A. Historical Perspectives
 - i. Assessments
 - 1. Intelligence Assessment
 - 2. Ability Assessment
 - 3. Career Assessment
 - 4. Personality Assessment
 - ii. Tests
 - iii. Measurement

- iv. Purpose of Assessment
- v. Assessment in Counseling

B. Assessment Process

- i. Individual Assessment
- ii. Group Assessment
- iii. Standardized Assessment
- iv. Non-Standardized Assessment
- v. Rating Scales
- vi. Projective Assessments
- vii. Behavioral Observations
- viii. Interviews

C. Ethical Considerations

- i. ACA Code of Ethics
- ii. ASCA Code of Ethics
- iii. Standards for Educational Testing
- iv. Standards for Psychological Testing
- v. Role of the Assessment Facilitator
- vi. Rights and Responsibilities of Test Takers
- vii. Legal Standards
- viii. Counselor Competence

D. Multicultural Considerations

- i. Cultural Bias
- ii. Types of Assessment Bias
- iii. Discrimination
- iv. Assessment Language
- v. Socioeconomic Variables
- vi. Cognitive Limitations
- vii. Developmental Limitations

E. Psychometric Properties

- i. Scales of Measurement
- ii. Reliability
- iii. Validity
- iv. Assessment Development
- v. Central Tendency

- vi. Variability
- vii. Distributions
- viii. Norms
- ix. Standard Scores
- x. Standard Error

F. Forms of Assessment

- i. Initial and Psychological Assessment
 - 1. Mental Status Examination
 - 2. Screening Inventories
 - 3. Suicide Risk Assessment
 - 4. Diagnostic and Statistical Manual / International Classification of Diseases
 - a. Alcohol Abuse
 - b. Depression
 - c. Anxiety
 - d. Self-Injury
 - e. Eating Disorders
 - f. Attention Deficit / Hyperactivity Disorder
- ii. Assessment of Intelligence
- iii. Ability Testing
- iv. Career Testing
- v. Personality Assessment

G. Interpretation and Reporting

- i. Assessment Interpretation Interview
- ii. Assessment Report
- iii. Effective Communication

III. Methods of Instruction

- A.** Lectures
- B.** Assigned Readings
- C.** Class Discussions
- D.** Audio Visual Presentations
- E.** Assessment Practice
- F.** Peer Processing

IV. Methods of Assessment

Assessment	Points
A. Scholarly Article Review (3)	3 X 5 = 15-Points
B. Personal Biopsychosocial Report	20-Points
C. Peer Assessment Report	25-Points
D. Assessment Development	20-Points
E. Final Examination	20-Points
Total	100-Points

A. Scholarly Article Review (3): Students will work in groups of 3-4 and focus on one particular form of assessment commonly utilized within the field of counseling. Groups will be assigned one of the following six assessments: Beck Depression Inventory, Minnesota Multiphasic Personality Inventory, Scholastic Assessment Test (SAT), Myers Briggs Type Indicator, Substance Abuse Subtle Screening Test, and Woodcock-Johnson Tests of Cognitive Abilities. Students will work in groups to obtain a free version of their assigned assessment. Students will use this version of the assessment to compare and contrast details obtained from three different scholarly articles that focus on the specific form of assessment. Each time a scholarly article is reviewed, students will work together to develop a discussion board posting that summarizes the conclusions of the article and attends to thoughts about the details from the free version of the assessment. Students will be required to read the posting of other groups.

Total Points: 3 X 5 = 15-Points

Student Learning Outcomes: A, C, D, F

B. Personal Biopsychosocial Report: Students will work independently to obtain a free version of a biopsychosocial or review main content areas as communicated within the course textbook. Students will comprehensively complete the biopsychosocial form, as if they were the individuals being interviewed. After completing the biopsychosocial form, students will write a 1-2 page assessment note based on their responses, as if they were the counselor post-assessment. Students should attend to the significant details contained within the

biopsychosocial form to begin to develop a post-assessment plan, i.e. counseling and intervention.

Total Points: 20-Points

Student Learning Outcomes: A, B, C, E, F

- C. **Peer Assessment Report:** Students will work in groups of two to conduct assessments on one another. Students will work in pairs to select a mental health need based on one of the following subject areas: alcohol abuse, depression, anxiety, self-injury, eating disorders, and attention-deficit/hyperactivity disorder. The instructor will need to approve the selection. Student pairs will then identify three different versions of assessment based upon the selected subject area. Students will conduct the three different forms of assessment with one another, with each individual functioning in the role of counselor and client. It will be the students' decision to communicate the degree of severity of the subject area within the assessment. After each assessment is conducted students will process their experience with one another. After all 3 assessments are conducted students will complete an 2-3 page assessment report that synthesizes and interprets the information gathered from the 3 assessments that would serve as a report to the mock client. An additional 1-2 page reflection will focus on the student experience in the role of the counselor as well as the role of the client.

Total Points: 25-Points

Student Learning Outcomes: A, C, D, E, F

- D. **Assessment Development:** Students will work in groups of 3-4 to develop 15-questions that could be incorporated within an achievement test for the Assessment and Appraisal in Counseling Course. Students will be assigned one of seven subject areas within assessment based upon the main content areas communicated in the Course Content section of this syllabus. Students need to make sure they are developing questions that intentionally measure achievement within their assigned content area.

Total Points: 20-Points

Student Learning Outcomes: A, D

E. **Final Examination:** Students will complete a final examination that reviews all material within the course. Students should utilize questions submitted in the Assessment Development assignment to review and prepare for the exam.

Total Points: 20-Points

Student Learning Outcomes: A- F

V. Final Grade Scale

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for

any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Required Textbook and Equipment

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

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/05/2018	Course Orientation Hays Chapter 1: Use of Assessments in Counseling	
Week 2: 09/12/2018	Hays Chapter 2: The Assessment Process	

Week 3: 09/19/2018	Hays Chapter 3: Ethical, Legal, and Professional Considerations in Assessment	Scholarly Article Review (1)
Week 4: 09/26/2018	Hays Chapter 4: Multicultural Considerations in Assessment	
Week 5: 10/03/2018	Hays Chapter 5: Measurement Concepts Hays Chapter 6: Understanding and Transforming Raw Scores	Personal Biopsychosocial Report
Week 6: 10/10/2018	Hays Chapter 7: Initial Assessment in Counseling	
Week 7: 10/17/2018	Hays Chapter 8: Substance Abuse and Mental Health Assessment	Scholarly Article Review (2)
Week 8: 10/24/2018	Hays Chapter 9: Assessment of Intelligence	
Week 9: 10/31/2018	Hays Chapter 10: Aptitude and Achievement Testing	Scholarly Article Review (3)
Week 10: 11/07/2018	Hays Chapter 11: Career and Life Planning Assessment	
Week 11: 11/14/2018	Hays Chapter 13: Assessment of Personality	Peer Assessment Report
Week 12: 11/21/2018	Thanksgiving Holiday – No Class	
Week 13: 11/28/2018	Hays Chapter 15: Communication of Assessment Results	Assessment Development

Week 14:		Final Examination
12/05/2018		

VIII. Bibliography

A. Print Resources

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- Dahlke, J. A., Sackett, P. R., & Kuncel, N. R. (2019). Effects of range restriction and criterion contamination of differential validity of the SAT by race/ethnicity and sex. *Journal of Applied Psychology*. <https://doi-org.rosemont.idm.oclc.org/10.1037/apl0000382>.
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IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice) .	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C) (E) (F)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and Ethical Practice) .	Peer Assessment Report, Final Examination	(A) (F)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling. (1i. Professional Counseling Orientation and Ethical Practice) .	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (B) (C)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity) .	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report	(A) (E)
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (2b. Social and Cultural Diversity) .	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C)
The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity) .	Personal Biopsychosocial Report, Peer Assessment Report	(A) (B) (E)
The impact of spiritual beliefs on clients' and counselors' worldviews (2g. Social and Cultural Diversity) .	Personal Biopsychosocial Report	(A) (F)

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity).	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C) (E)
Theories of individual and family development across the lifespan (3a. Human Growth and Development).	Personal Biopsychosocial Report, Peer Assessment Report	(A) (F)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior. (3e. Human Growth and Development).	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C) (F)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (F)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development).	Personal Biopsychosocial Report, Peer Assessment Report	(F)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (B)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4b. Career Development).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report	(A) (E) (F)
Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career Development).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report	(A) (C) (D) (F)
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4e. Career Development).	Scholarly Article Review	(A) (C) (F)

Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C)
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (4i. Career Development).	Scholarly Article Review, Personal Biopsychosocial Report	(A) (C) (D)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development).	Scholarly Article Review, Personal Biopsychosocial Report, Final Examination	(A) (B)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Personal Biopsychosocial Report	(A) (C) (E)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships).	Peer Assessment Report, Final Examination	(A) (B) (E)
Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships).	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C) (E) (F)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships).	Personal Biopsychosocial Report	(A) (B) (E) (F)
Suicide prevention models and strategies (5l. Counseling and Helping Relationships).	Peer Assessment Report, Final Examination	(A) (F)
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5m. Counseling and Helping Relationships).	Peer Assessment Report, Final Examination	(A) (F)
Approaches to group formation, including recruiting, screening, and selecting members (6e. Group Counseling and Group Work).	Personal Biopsychosocial Report	(A) (E)

Ethical and culturally relevant strategies for designing and facilitating groups (6g. Group Counseling and Group Work)	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (B)
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (7a. Assessment and Testing).	Assessment Development, Final Examination	(A) (B) (D) (E) (F)
Methods of effectively preparing for and conducting initial assessment meetings (7b. Assessment and Testing).	Personal Biopsychosocial Report, Peer Assessment Report, Assessment Development, Final Examination	(B) (C) (D) (E) (F)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing).	Peer Assessment Report, Final Examination	(A) (F)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (F)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing).	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C) (E) (F)
Basic concepts of standardized and non-standardized testing, norm-references and criterion-referenced assessments, and group and individuals' assessments (7f. Assessment and Testing).	Scholarly Article Review, Assessment Development, Final Examination	(D)
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations (7g. Assessment and Testing).	Final Examination	(D)
Reliability and validity in the use of assessments (7h. Assessment and Testing).	Scholarly Article Review, Assessment Development, Final Examination	(D)

Use of assessments relevant to academic/educational, career, personal, and social development (7i. Assessment and Testing)	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C) (F)
Use of environmental assessments and systematic behavioral observations (7j. Assessment and Testing)	Final Examination	(A) (C) (E) (F)
Use of symptom checklists, and personality and psychological testing (7k. Assessment and Testing)	Scholarly Article Review, Personal Biopsychosocial Report, Final Examination	(A) (C) (E) (F)
Use of assessment results to diagnose developmental, behavioral, and mental disorders (7l. Assessment and Testing)	Scholarly Article Review, Peer Assessment Report	(A) (B) (C) (E) (F)
Ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing)	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(B)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)	Scholarly Article Review	(D)
Needs Assessments (8c. Research and Evaluation)	Personal Biopsychosocial Report, Final Examination	(A) (C) (E) (F)
Analysis and use of data in counseling (8i. Research and Evaluation)	Scholarly Article Review, Peer Assessment Report, Assessment Development	(A) (C) (E)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and /or program evaluation (8j. Research and Evaluation).	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (B) (D)

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Personal Biopsychosocial Report	(A) (C) (E) (F)
D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (F)
E. Psychological tests and assessments specific to clinical mental health counseling	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Assessment Development, Final Examination	(A) (C) (D) (E) (F)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (C) (E) (F)
B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (F)
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Personal Biopsychosocial Report, Assessment Development, Final Examination	(E)
E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C) (E) (F)
F. Impact of crisis and trauma on individuals with mental health diagnoses	Peer Assessment Report, Final Examination	(A) (F)

G. Impact of biological and neurological mechanisms on mental health	Scholarly Article Review, Personal Biopsychosocial Report, Final Examination	(A)
J. Cultural factors relevant to clinical mental health counseling	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Assessment Development, Final Examination	(A)
K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(B) (E)
L. Legal and ethical considerations specific to clinical mental health counseling	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(B)
3. Practice		
A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Personal Biopsychosocial Report	(A) (C) (E) (F)
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(A) (D) (F)

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcome
1. Foundations		
E. Assessments specific to P-12 education	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report, Assessment Development, Final Examination	(A) (C) (D) (E) (F)

2. Contextual Dimensions		
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Scholarly Article Review, Personal Biopsychosocial Report, Peer Assessment Report	(A) (C) (E) (F)
C. School counselor roles in relation to college and career readiness	Scholarly Article Review	(A) (C)
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Peer Assessment Report	(A) (C) (F)
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Scholarly Article Review, Peer Assessment Report	(A) (C) (E)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs	Scholarly Article Review, Peer Assessment Report	(A) (C) (E) (F)
N. Legal and ethical considerations specific to school counseling	Personal Biopsychosocial Report, Peer Assessment Report, Final Examination	(B)
3. Practice		
D. Interventions to promote academic development	Scholarly Article Review, Final Examination	(A) (C) (D)
E. Use of developmentally appropriate career counseling interventions and assessments	Scholarly Article Review, Final Examination	(A) (C) (D)
G. Strategies to facilitate school and postsecondary transitions	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C)
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Scholarly Article Review, Personal Biopsychosocial Report	(A) (C) (D) (F)

J. Interventions to promote college and career readiness	Scholarly Article Review, Peer Assessment Report, Final Examination	(A) (C)
N. Use of accountability data to inform decision making	Assessment Development, Final Examination	(B) (D) (E)