



SCHOOL OF COUNSELING

COUN 620 ASSESSMENT & TESTING ACROSS THE LIFESPAN

Term/Credits

Spring Term 1 / 2023
3 semester hours

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 620 Assessment and Testing across the Lifespan reinforces students' understanding of intellectual, academic achievement, personality, and psychopathology tests and other appraisal methods used in the counseling field for individuals, couples, and families. Focus will be given to assessment of different dimensions - behavioral, emotional, psychological, and personality, and spiritual - of functioning among children, adolescents, adults, couples, and family dynamics. Students will develop advanced skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning for individuals, couples, and families. (3 credit hrs)

II. COURSE OBJECTIVES

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|----|--|---|---|
| 1. | Demonstrate understanding of the historical, statistical, and psychometric properties of assessments used in counseling. | Mod#1 Discussion: Building Your Counseling Assessment Toolbox Mod#1 Quiz | SOC: 1 CACREP Section 5: C.1.e |

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|--|--|---|--|
| | | <p>Mod#2 Assignment: Integrating Assessment into Clinical Practice</p> <p>Mod#2 Quiz</p> <p>Mod#3 Discussion: Ethical and Multicultural Considerations in Assessment</p> <p>Mod#3 Assignment: Case Conceptualization: Career Counseling</p> <p>Mod#4 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Intelligence or Ability Testing</p> <p>Mod#5 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Substance Abuse or Mental Health</p> <p>Mod#5 Assignment: Case Conceptualization: Assessing and Diagnosing Suicide Ideation</p> <p>Mod#6 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Personality</p> <p>Mod#7 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Family and / or Couples</p> <p>Mod#7 Assignment: Personal Assessment Inventory</p> <p>Mod#7 Assignment: 16pf® Assessment</p> <p>Mod#8 Discussion: Collaborative Care</p> <p>Mod#8 Assignment: Integrated Client Essay</p> | <p>C.2.a., b., c., d., e., g., j., l., m. C.3.a-b;</p> <p>Section 2. F.3.b., e., f. F.5.h., i., j. F.7.a., b., e., f., g., h., i., j., k, m 2.F.8.b., j.</p> |
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| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|----|---|--|---|
| 2. | Demonstrate appropriate selection of assessment tools for use in initial and ongoing diagnosis, treatment planning, and evaluation related to career, personal, spiritual and religious, educational, and social development. | <p>Mod#1 Discussion: Building Your Counseling Assessment Toolbox</p> <p>Mod#3 Discussion: Ethical and Multicultural Considerations in Assessment</p> <p>Mod#3 Assignment: Case Conceptualization: Career Counseling</p> <p>Mod#4 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Intelligence or Ability Testing</p> <p>Mod#5 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Substance Abuse or Mental Health</p> <p>Mod#5 Assignment: Case Conceptualization: Assessing and Diagnosing Suicide Ideation</p> <p>Mod#6 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Personality</p> <p>Mod#7 Discussion: Building Your Counseling Assessment Toolbox: Assessment of Family and / or Couples</p> <p>Mod#7 Assignment: Personal Assessment Inventory</p> | <p>SOC: 3</p> <p>CACREP</p> <p>Section 5: C.1.e C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2: F.3.b., e., f. F.5.h., i., j. F.7.a., b., e., f., g., h., i., j., k., m. F.8.b., j.</p> |

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|----|--|---|--|
| 3. | Interpret assessment results critically, accurately, and ethically, with consideration for potential biases, flaws, and limitations. | <p>Mod#3 Assignment: Case Conceptualization: Career Counseling</p> <p>Mod#4 Skills Lab Synchronous Meeting: Evaluation Video: Communicating Assessment Results</p> <p>Mod#5 Assignment: Case Conceptualization: Assessing and Diagnosing Suicide Ideation</p> <p>Mod#6 Skills Lab Synchronous Meeting: Evaluation Video: Communicating Assessment Results</p> <p>Mod#7 Assignment: 16pf® Assessment</p> | <p>SOC: 2, 4</p> <p>CACREP Section 5: C.1.e. C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2: F.3.b., e., f. F.5.h., i., j. F.7.a., b., e., f., g., h., i., j., k., m. F.8.b., j.</p> |
| 4. | Apply assessment results in the provision of mental health services, case conceptualization, and broad-based reporting. | <p>Mod#4 Skills Lab Synchronous Meeting: Evaluation Video: Communicating Assessment Results</p> <p>Mod#5 Assignment: Case Conceptualization: Assessing and Diagnosing Suicide Ideation</p> <p>Mod#6 Skills Lab Synchronous Meeting: Evaluation Video: Communicating Assessment Results</p> | <p>SOC: 3</p> <p>CACREP Section 5: C.1.e C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2. F.3.b., e., f. F.5.h., i., j. F.7.a, b, e., f., g., h., i., j., k., m. F.8.b., j.</p> |

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|----|---|---|---|
| 5. | Analyze assessment results as a diagnostic tool in conjunction with the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | Mod#5 Assignment: Case Conceptualization: Assessing and Diagnosing Suicide Ideation | <p>SOC: 3</p> <p>CACREP Section 5: C.1.e. C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2: F.3.b., e., f. F.5.h., i., j. F.7.a., b., e., f., g., h., i., j., k., m. F.8.b., j.</p> |
| 6. | Appraise the use of culturally appropriate assessments in diagnosing and supplying intervention for developmental, behavioral, and mental disorders. | Mod#3 Discussion: Ethical and Multicultural Considerations in Assessment | <p>SOC: 5</p> <p>CACREP Section 5: C.1.e C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2: F.3.b. e., f., h., i., j. F.7.a., b., e., f., g., h., i., j., k., m. F.8.b., j.</p> |

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|----|--|--|---|
| 7. | Demonstrate an understanding of how the CCMMP informs the selection and interpretation of assessments. | <p>Mod#7 Assignment: Personal Assessment Inventory</p> <p>Mod#8 Assignment: Integrative Client Essay</p> | <p>SOC: 5</p> <p>CACREP Section 5: C.1.e. C.2.a., b., c., d., e., g., j., l., m. C.3.a., b.</p> <p>Section 2:</p> |

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, KPI, and CACREP Standards* |
|-----|---|---|--|
| | | | F.3.b., e., f. F.5.h., i., j. Section 2: F.7.a., b., e., f., g., h., i., j., k., m. F.8.b.,j. |
| KPI | #7 Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients. | 80% of students will achieve a Proficient or above on the rubric section Case Conceptualization Narrative that requires the Patient Health Questionnaire (PHQ-9) and the Columbia-Suicide Severity Rating Scale (CSSRS) for the COUN 620 Case Conceptualization Assessing and Diagnosing Suicidal Ideation assignment [Knowledge] | Section 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results |

*SOC = School of Counseling Program Objectives, listed below; KPI = Key Performance Indicator; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client’s life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

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

Carlson, J. F., Geisinger, K. F., & Jonson, J. L. (Eds.). (2017). *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing. Available through the DMU Library. [Available free - digitally through the DMU Library database. The Mental Measurements Yearbook with Tests in Print database includes search functionality for all of the volumes of the Mental Measurements Yearbook.]

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

Balkin, R. J., & Juhnke, G. A. (2014). *The theory and practice of assessment in counseling*. New York, NY: Pearson

Watson, J. C., & Flamez, B. (2015). *Counseling assessment and evaluation: Fundamentals of applied practice*. Thousand Oaks, CA: Sage Publications, Inc.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

C. Discussion: Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 35 points.

- i. 14 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 10.5 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.
- iii. 7 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 3.5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. Quizzes are assigned in Modules 1 and 2. You will complete a 15-question quiz on the assigned readings. Each quiz is worth 30 points.

E. Reflective Essay: Integrating Assessment into Clinical Practice is assigned in Module 1 and due in Module 2. Students will reflect on their initial discussion post and the resources and respond to three questions about the use and value of assessment in clinical counseling. The reflective essay is worth 40 points.

- i. 20 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Clearly ties the reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic.
- ii. 16 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection and competence in applying the concepts to the personal self and the personhood of the counselor. Personal application illustrates a high level of critical reflection and is substantive in content.
- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. Case Conceptualizations are assigned in Modules 3 and 5. You will develop a case conceptualization that includes assessment results. Each case conceptualization is worth 100 points.

- i. 50 points Main Idea (Mastery) - Thorough response to the assigned prompts in the assignment. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client); Is substantive and scholarly and includes a thorough discussion of the client.
- ii. 40 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student's objective, cognitive, and personal response to the scenario; Personal application is substantive.
- iii. 10 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. Small Group Synchronous Meeting Evaluation Video

1. In Modules 4 and 6 the "Counselor" must submit a video of four- to seven-minutes of discussing assessment results with another professional (Module 4) and with the client (Module 6). This evaluation video will be graded Pass / Fail and is worth 100 points.

- i. Module 4 Pass (Mastery) – Demonstrates all of the following:
 - Thorough synopsis of the career assessment results.
 - Insights into the validity and reliability of the assessment tool.
 - Insights into any cultural and ethical considerations.
 - Discussion of how the assessment results can be used with Aaron.

- Demonstrates an open professional demeanor to feedback from the consultant.
- ii. Module 6 Pass (Mastery) – Demonstrates all of the following:
 - Counselor shares assessment results in a professional and caring manner.
 - Delivers the assessment results in a way that is clear and understandable to the client focusing on pertinent information.
 - Clearly and appropriately answers any questions asked by the client.
 - Reviews with the client how the results will impact the process moving forward.

H. 16pf® Psychological Evaluation Questionnaire is assigned in Module 5 and due in Module 7. Students will review the 16pf® manual, complete the 16pf® assessment, score the assessment using the manual and review their results. They will develop a 500- to 750-word paper that includes an overview of their results and a brief interpretation of their results relative to **each** reported area of the instrument: Normal Personality, Pathology-Oriented Personality, Occupational Interests, Supplemental Counseling Scores, and Response Style Indices. This paper should be formatted using APA style. The assessment is worth 100 points.

- i. 50 points Main Idea (Mastery) - Completes a thorough response to all required components of the reflection. Provides a clear and well thought out overview of the results of the assessment. Demonstrates an exceptional understanding of how a personality disorder may be indicated on assessment results. Goes beyond what is required of the assignment in some meaningful way (i.e. new insights on the topic). Is substantive and scholarly, making connections to the counseling literature.
- ii. 40 points Personal Application (Mastery) - Personal application demonstrates superior and meaningful reflection on the part of the student that includes the student's clear rationale of their personal response regarding the assessment results. Personal response is substantive (making connections to the literature), insightful and self-reflective.
- iii. 10 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

I. Personal Assessment Portfolio: Based on the feedback and discussions in the “Collaboration in Assessment - Building Your Counseling Assessment Toolbox” discussion forums during Modules 2 through 7, students create an annotated list of instruments that they believe will be viable choices for use with the population they hope to serve as a counselor. Students will provide at least three (3) assessment instruments for: family and / or couples; intelligence and / or ability testing; personality; substance abuse and / or mental health; career, interest, and / or values. Students will also include an annotation for each instrument explaining: what the instrument measures and how it might be used to supply intervention or make decisions about ongoing care; how the CCMMP can assist in selecting an instrument and also in interpreting the assessment

results; the type of information the instrument provides about the client. The portfolio is worth 75 points.

- i. 37.5 points Main Idea (Mastery) - Completes a thorough and substantive response to all required components of the assignment. Demonstrates strong critical thinking skills through the selection and evaluation of the instruments for the intended population. Provides a thorough and substantive explanation of what the instrument measures and how might it be used to supply intervention or make decisions about ongoing care. Goes beyond what is required of the assignment in some meaningful way (i.e. new insights on the topic). Is well written and scholarly, making connections to the counseling literature.
- ii. 30 points Personal Application (Mastery) - Personal application demonstrates superior and meaningful reflection on the part of the student that includes the student's clear rationale of their personal response regarding the selection of the assessment instruments. Personal response is substantive (making connections to the literature), insightful and self-reflective.
- iii. 7.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

J. Integrative Client Essay is assigned in Module 8. Students will reflect on the case of Joseph presented in Module 5 and address the following questions: how did the assessments you utilized impact your understanding of Joseph's flourishing? What personal strength can Joseph develop further that will assist him in growing toward flourishing? In addition, students will consider their own personal and professional growth in this course answering: How does the CCMMP help you better to understand selection and use of assessment tools, as well as interpreting assessment results? How does use of assessment tools help you better understand the CCMMP? The integrative essay is worth 45 points.

- i. 22.5 points Main Idea (Mastery) - Completes a thorough response to all required components of the reflection. Makes clear and meaningful connections between assessment and client flourishing. Clearly demonstrates an understanding of the synergistic relationship of assessment and flourishing in clinical practice. Goes beyond what is required of the assignment in some meaningful way (i.e. new insights on the topic) Is substantive and scholarly, making connections to the counseling literature and CCMMP.
- ii. 18 points Personal Application (Mastery) - Personal application demonstrates superior and meaningful reflection on the part of the student that includes the student's clear rationale of their personal response regarding assessment and client flourishing in clinical practice. Personal response is substantive (making connections to the literature), insightful and self-reflective.
- iii. 4.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

| A | A- | B+ | B | B- | C+ | C |
|-------------|------------|------------|------------|------------|------------|------------|
| 940 to 1000 | 920 to 939 | 900 to 919 | 860 to 899 | 840 to 859 | 820 to 839 | 780 to 819 |

| C- | D+ | D | D- | F | W | I |
|------------|------------|------------|------------|----------|------------|------------|
| 760 to 779 | 740 to 759 | 700 to 739 | 680 to 699 | 0 to 679 | Withdrawal | Incomplete |

| Requirement | Items | Item Points | Total Points | Hours |
|----------------------------|--|-------------|--------------|---------------|
| Assigned Readings | | | | 37.19 |
| 1 | Hayes | | | 14.46 |
| 2 | Other Readings (see Class Schedule) | 4 | | 22.00 |
| 3 | Viewing course media | | | .73 |
| Written Assignments | | | | 105.83 |
| 1 | Discussions | 8 | 35 | 47.33 |
| 2 | Quizzes | 2 | 30 | 4.00 |
| 3 | Reflective Essay | 1 | 40 | 4.00 |
| 4 | Case Conceptualizations | 2 | 100 | 13.00 |
| 5 | In Skills Lab Evaluation Video | 2 | 100 | 12.00 |
| 6 | 16pf® Psychological Evaluation Questionnaire | 1 | 100 | 15.00 |
| 7 | Personal Assessment Portfolio | 1 | 75 | 6.50 |

| | Requirement | Items | Item Points | Total Points | Hours |
|----------|--------------------------|--------------|--------------------|---------------------|---------------|
| 8 | Integrative Client Essay | 1 | 45 | 45 | 4.00 |
| | | | Totals | 1000 | 143.02 |

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty

ACADEMIC INTEGRITY

include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one's academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATENESS POLICY

In an effort to develop high professional standards, no late work will be accepted unless prior arrangements have been made with the instructor. All requests for extensions must be made via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Unless otherwise noted, all online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due.

- Assignments (quiz, vignette, essay, forum, etc.): No make-ups, no late work accepted.
- Exams: Make-ups only when scheduled/approved in advance
- Papers: Late work accepted only when scheduled/approved in advance

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable

STUDENTS WITH SPECIAL NEEDS

accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Textbooks:

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

Carlson, J. F., Geisinger, K. F., & Jonson, J. L. (Eds.). (2017). *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing. [\[Available free - digitally through the DMU Library database. The Mental Measurements Yearbook with Tests in Print database includes search functionality for all of the volumes of the Mental Measurements Yearbook.\]](#)

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|--------------------------------------|--------------------|--|--|
| 1 | The Assessment Process in Counseling | SOC Hays (2017) | Syllabus <i>Assessment in counseling: Procedures and practices</i> (6th ed.). <ul style="list-style-type: none">• Chapter 1: Use of Assessment in Counseling, pp. 1-26• Chapter 2: The Assessment Process, pp. 27-45• Chapter 3, Ethical, Legal, and Professional | Discussion: The Importance of Collaboration in Assessment - Building Your Counseling Assessment Toolbox Reading Quiz Looking Ahead: Reflective Essay: Integrating Assessment into Clinical Practice |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|--|--|--------------------|
| | | <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>Educational Testing Service (ETS). (2018).</p> <p>University of Nebraska, Lincoln. (n.d.).</p> <p>Payne, H. & Grundman, S. (2018).</p> | <p>Considerations in Counseling, pp. 47-66</p> <p><i>The twentieth mental measurements yearbook.</i></p> <p><i>Test collection at ETS: About the test collection at ETS.</i> Retrieved from http://www.ets.org/test-link/about</p> <p><i>Buros center for testing: Test reviews & information.</i> Retrieved from http://buros.org/test-reviews-information</p> <p><i>Welcome to the course</i> (Video)</p> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|---|---|---|--|
| 2 | Initial Assessment and Measurement Concepts | <p>Hays (2017).</p> <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>American Association of Suicidology. (2018).</p> <p>Cicchetti, D. V. (1994).</p> <p>American Foundation for Suicide Prevention. (2018).</p> | <p><i>Assessment in counseling: Procedures and practices</i> (6th ed.).</p> <ul style="list-style-type: none"> • Chapter 5: Measurement Concepts (pp. 99-118) • Chapter 6: Understanding and Transforming Raw Scores (pp. 102-133) • Chapter 7: Initial Assessment in Counseling (pp. 138-158) <p><i>The twentieth mental measurements yearbook.</i></p> <p>American association of suicidology: Suicide prevention is everyone's business. Retrieved from http://www.suicidology.org</p> <p>Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. <i>Psychological Assessment</i>, 6(4), 7.</p> <p>You can fight suicide. Retrieved from https://afsp.org/</p> | <p>Discussion: Intake Interview Design</p> <p>Reading Quiz</p> <p>Assignment: Reflective Essay: Integrating Assessment into Clinical Practice</p> <p>Looking Ahead: Personal Assessment Inventory</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|--|--------------------|
| | | American Psychiatric Association. (2018). | <i>Diagnostic and statistical manual of mental disorders (DSM-5)</i> . Retrieved from http://www.dsm5.org | |
| | | NCSS. (2018). | National council of social service. Retrieved from https://www.ncss.gov.sg/ | |
| | | SAMHSA. (n.d.). | Substance abuse and mental health services administration: SAFE-T pocket card: Suicide assessment five-step evaluation and triage for clinicians. Retrieved from https://store.samhsa.gov/product/SMA09-4432 | |
| | | World Health Organization. (2018). | Suicide fact sheet. Retrieved from http://www.who.int/mediacentre/factsheets/fs398/en/ | |
| | | Payne, H., & Grundman, S. (2018). | <i>Administering an Assessment to a Client</i> | |
| | | McDivitt, P. J., & Gibson, D. (n.d.). | <i>Guidelines for selecting appropriate Tests - CEUOneStop. CEUOneStop</i> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|---|--|---|--|
| 3 | Career, Interest, and Values Assessment | <p>Hays (2017).</p> <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>Truity</p> <p>International Test Commission. (2005).</p> <p>Edits.net. (n.d.).</p> | <p><i>Assessment in counseling: Procedures and practices (6th ed.)</i></p> <ul style="list-style-type: none"> • Chapter 4: Multicultural Considerations in Assessment (pp. 68-96) • Chapter 11: Career and Life-Planning Assessment (pp. 222-242) • Chapter 12: Measures of Interests and Values (pp. 246-272) <p><i>The twentieth mental measurements yearbook.</i></p> <p><i>Holland code career test.</i> Retrieved from https://www.truity.com/test/holland-code-career-test</p> <p><i>ITC guidelines for translating and adapting tests.</i> Retrieved from https://www.intestcom.org/files/guideline_test_adaptation.pdf</p> <p><i>COPSystem career measurement package.</i> Retrieved from https://www.edits.net/via/</p> | <p>Discussion: Ethical and Multicultural Considerations in Assessment</p> <p>Assignment: Case Conceptualization: Career Counseling</p> <p>Looking Ahead: Synchronous Triads In Skills Lab: Evaluation Video: Communicating Assessment Results</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|--|--|--------------------|
| | | NCDA. (2018). | <i>National career development association: Internet sites for career planning.</i> Retrieved from https://associationdatabase.com/aws/NCDA/pt/sp/resources | |
| | | O*NET OnLine. (2018). | <i>Build your future with O*NET online.</i> Retrieved from http://www.onetonline.org/ | |
| | | Vocopher. (2018). | <i>Vocopher: A collaborator for career practitioners.</i> Retrieved from http://vocopher.com/ | |
| | | Bakas, Burke, Myers, & Payne. (2017). | <i>Working with clients and test results: Part 2: Reviewing test results [Video].</i> | |
| | | Bakas, Burke, Myers, & Payne. (2017). | <i>Working with clients and test results: Part 3: Counseling and career assessment [Video].</i> | |
| | | Select one of the following two APA videos to watch this week: American Psychological | <i>Exploring career goals with a young African American woman [streaming video].</i> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|--|--------------------|
| | | Association (Producer). (2012). American Psychological Association (Producer). (2012). | <i>Vocational counseling with a female Chinese client studying in the united states</i> [streaming video]. | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|---|---|--|--|
| 4 | Academic, Aptitude, and Intelligence Assessment | Hays (2017). Carlson, Geisinger, & Jonson, (Eds.). (2017). Payne, H. (2017). Pearson Education, Inc. (2018). | <i>Assessment in counseling: Procedures and practices</i> (6th ed.). <ul style="list-style-type: none"> Chapter 9: Assessment of Intelligence (pp. 187-200) Chapter 10: Ability Testing: Academic Aptitude and Achievement (pp. 204-219) <i>The twentieth mental measurements yearbook.</i> Triadic labs: Zoom recordings. <i>Peabody picture vocabulary test, fourth edition (PPVT -4).</i> Retrieved from https://www.pearsonclinical.com/language/products/100000501/peabody-picture- | Discussion: Building Your Counseling Assessment Toolbox: Intelligence and / or Ability Testing Synchronous in Skills Lab Assignment: Evaluation Video: Consulting another Clinician about a Client's Assessment Results |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---------------------------------|--|--------------------|
| | | Pearson Education, Inc. (2018). | <p>vocabulary-test-fourth-edition-ppv-4.html#tab-scoring.</p> <p><i>Wechsler adult intelligence scale - fourth edition (WAIS-IV)</i>. Retrieved from https://www.pearsonclinical.com/psychology/products/100000392/wechsler-adult-intelligence-scale-fourth-edition-wais-iv.html</p> | |
| | | Pearson Education, Inc. (2018). | <p><i>Wechsler preschool and primary scale of intelligence™ - fourth edition (WPPSI™-IV)</i>. Retrieved from https://www.pearsonclinical.com/psychology/products/100000102/wechsler-preschool-and-primary-scale-of-intelligence--fourth-edition-wpsi-iv.html#tab-scoring</p> | |
| | | NCS Pearson, Inc. (2014). | <p><i>WISC-V, Wechsler intelligence scale for children—fifth edition, score report</i>. Retrieved from http://images.pearsonclinical.com/images/assets/wisc-v/WISC-V-Score-Report.pdf</p> | |
| | | Pearson Education, Inc. (2015). | <p><i>WISC-V interpretive considerations for Laurie Jones</i></p> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|----------------------------------|---|--------------------|
| | | PRO-ED, Inc. (2018). | (6/1/2015). Retrieved from https://images.pearsonclinical.com/images/assets/wisc-v/WISC-VInterpretiveReportSample-1.pdf | |
| | | Handout | <i>Stanford–Binet intelligence scales, fifth edition detailed summary report: Confidential report.</i> Retrieved from http://www.proedinc.com/Downloads/14462/%20SB-5_OSRS_SampleDetailedSummaryReport.pdf | |
| | | Payne, H. & Grundman, S. (2018). | Observation form <i>Consulting Another Clinician About a Client’s Assessment Results</i> (Video) | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|--|--------------|---|---|
| 5 | Substance Abuse and Mental Health Assessment | Hays (2017). | <i>Assessment in counseling: Procedures and practices</i> (6th ed.). <ul style="list-style-type: none"> Chapter 8: Substance Abuse and Mental Health Assessment (pp. 160-184) | Discussions: Building Your Counseling Assessment Toolbox: Substance Abuse or Mental Health Case Conceptualization: Assessing and |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|---|--|
| | | <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>The Research Foundation for Mental Hygiene, Inc. (2008).</p> <p>Pfizer, Inc. (1999).</p> <p>Pfizer, Inc. (1999).</p> <p>The Center for Integrated Primary Care at the University of Massachusetts Medical School. (n.d.).</p> | <p><i>The twentieth mental measurements yearbook.</i></p> <p>Columbia Suicide severity rating scale. New York, NY: New York State Psychiatric Institute. Retrieved from http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/cssrs-for-communities-and-healthcare/#filter=.general-use.english</p> <p>Patient health questionnaire (PHQ-9) and PHQ-9 patient depression questionnaire instructions.</p> <p>Instruction manual: Instructions for patient health questionnaire (PHQ) and GAD-7 Measures</p> <p>Patient stress questionnaire adapted from the PHQ 9, GAD7, PC-PTSD and AUDIT.</p> <p>16pf® Psychological Evaluation Questionnaire Sample Report. Retrieved from https://www.16pf.com/wp-</p> | <p>Diagnosing Suicide Ideation</p> <p>Looking Ahead: Synchronous Triads In Skills Lab: Evaluation Video: Communicating Assessment Results</p> <p>Looking Ahead: 16pf® Psychological Evaluation Questionnaire</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|--------|--|--------------------|
| | | | <p>content/uploads/Psych Eval Personality Questionnaire - Carl_Sample1.pdf</p> <p>16pf® Psychological Evaluation Questionnaire Product Sheet. Retrieved from https://www.16pf.com/wp-content/uploads/PAN_16PF_PER_Data_Sheet.pdf</p> <p>PsychEval Personality Questionnaire and Interpretation sample report. Retrieved from https://scripts.vitapowered.com/content/Inventory/Artifacts/125ae18c-f23b-4829-a2ff-7d249fdc02fe.pdf</p> <p><i>Anxiety and Depression Association of America</i>. Retrieved from http://www.adaa.org/</p> <p>National Eating Disorders Association. (2018). <i>Eating Disorder Screening Tool</i>. Retrieved from http://www.nationaleatingdisorders.org/online-eating-disorder-screening</p> <p>NIH: National Institute on Drug <i>Chart of Evidence-Based Screening Tools</i></p> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|--|--------------------|
| | | Abuse: Advancing Addiction Science. (2018). | <i>for Adults and Adolescents</i> . Retrieved from https://www.drugabuse.gov/nidamed-medical-health-professionals/tool-resources-your-practice/screening-assessment-drug-testing-resources/chart-evidence-based-screening-tools-adults | |
| | | Shire. (2018). | <i>ADHD Institute, Assessment</i> . Retrieved from http://www.adhd-institute.com/assessment-diagnosis/assessment/ | |
| | | Payne, H., & Grundman, S. (2018). | <i>Communicating Substance Abuse / Mental Health Assessment Results to a Client</i> (Video) | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|------------------------|---------------|---|---|
| 6 | Personality Assessment | Hays. (2017). | <i>Assessment in counseling: Procedures and practices</i> (6th ed.). <ul style="list-style-type: none"> Chapter 13: Assessment of Personality (pp. 275-299) | Discussion: Building Your Counseling Assessment Toolbox: Personality Synchronous Triad in Skills Lab Assignment: |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|--|--|---|
| | | <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>Payne, H. (2017).</p> <p>CPP, Inc. (2018).</p> <p>International Society of the Rorschach & Projective Methods. (n.d.).</p> <p>Rorschach Performance Assessment System® (R-PAS®)</p> <p>Keirsey.com. (n.d.).</p> <p>Pearson Education, Inc. (2018).</p> <p>Butcher, J. N. (2015).</p> | <p><i>The twentieth mental measurements yearbook.</i></p> <p>Triadic labs: Zoom recordings.</p> <p><i>California psychological inventory (CPI).</i> Retrieved from https://www.cpp.com/products/cpi/index.aspx</p> <p><i>The ISR.</i> Retrieved from http://www.rorschach.com</p> <p>What is R-pass? Retrieved https://www.r-pas.org/About.aspx</p> <p><i>Keirsey temperament sorter (KTS-II).</i> Retrieved from https://keirsey.com/</p> <p><i>Millon inventories.</i> Retrieved from https://www.pearsonclinical.com/psychology/products/100000509/millon-inventories.html#tab-details</p> <p><i>MMPI-2, MMPI-A, and Minnesota</i></p> | <p>Evaluation Video: Communicating Assessment Results</p> <p>Looking Ahead: 16pf® Psychological Evaluation Questionnaire Summary</p> <p>Looking Ahead: Personal Assessment Inventory</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|---|--------------------|
| | | <p>Pearson Education, Inc. (2018).</p> <p>The Myers & Briggs Foundation. (2018).</p> <p>PAR, Inc. (2018).</p> <p>Bakas. (2017).</p> | <p><i>reports: Research and clinical applications.</i> Retrieved from http://mmpi.umn.edu/</p> <p><i>Minnesota multiphasic personality inventory®-2 (MMPI®-2)</i> https://www.pearsonclinical.com/services/solr/search/.api?requestFrom=quickSearch&siteContext=ani.clinicalassessment.us.clinicalassessment&bsearch=psychology&searchText=MMPI&searcSubmit.x=0&searcSubmit.y=0&searcSubmit=submit</p> <p><i>MBTI® basics.</i> Retrieved from http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1</p> <p><i>NEOTM PI-R: NEOTM personality inventory–revised.</i> Retrieved from http://www4.parinc.com/Products/Product.aspx?ProductID=NEO-PI-R</p> <p><i>Aptitude testing: Johnson O’Connor research foundation [Video].</i></p> | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|--|--|--|--|
| 7 | Interpersonal Relationships Assessment | <p>Hays (2017).</p> <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>FOCCUS, Inc. (n.d.).</p> <p>PREPARE/ENRICH, LLC</p> <p>Genogram Analytics, LLC. (2014).</p> <p>GenoPro 2016.</p> <p>GenWare, Inc. (n.d.).</p> <p>Smartdraw, LLC. (2018).</p> | <p><i>Assessment in counseling: Procedures and practices</i> (6th ed.).</p> <ul style="list-style-type: none"> Chapter 14: Assessment of Interpersonal Relationship (pp. 303-319) <p><i>The twentieth mental measurements yearbook.</i></p> <p>FOCCUS© Pre-Marriage inventory. Retrieved from http://www.foccusinc.com/foccus-inventory.aspx</p> <p>Embrace the Journey. Retrieved from https://www.prepare-enrich.com/</p> <p><i>Genogram analytics.</i> Retrieved from http://www.genogramanalytics.com</p> <p>Retrieved from http://www.genopro.com</p> <p><i>GenoWare.</i> Retrieved from http://www.genogram.org</p> <p><i>Genogram maker with genogram templates.</i> Retrieved from</p> | <p>Discussion: Building Your Counseling Toolbox: Family and / or Couples</p> <p>Assignment: Personal Assessment Inventory</p> <p>Assignment: 16pf® Psychological Evaluation Questionnaire Summary</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|--------|---|--------------------|
| | | | https://www.smartdraw.com/genogram/genogram-maker.htm | |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|---|---|---|--|
| 8 | Increasing Relevance and Clinical Effectiveness with Assessment | <p>Hays (2017).</p> <p>Carlson, Geisinger, & Jonson, (Eds.). (2017).</p> <p>American Psychiatric Association. (2018).</p> <p>Vogel, M. E., Kanzler, K. E., Aikens, J. E., & Goodie, J. L. (2017).</p> | <p><i>Assessment in counseling: Procedures and practices</i> (6th ed.).</p> <ul style="list-style-type: none"> Chapter 16: Future Trends in Counseling Assessment (pp. 335-343) <p><i>The twentieth mental measurements yearbook.</i></p> <p>What is the collaborative care model? Retrieved from https://www.psychiatry.org/psychiatrists/practice/professional-interests/integrated-care/get-trained/about-collaborative-care</p> <p>Integration of behavioral health and primary care: Current knowledge and future directions. <i>Journal of Behavioral Medicine</i>, 40, 69-84.</p> | <p>Discussion: Collaborative Care and the Future of Assessment</p> <p>Assignment: Integrative Client Essay</p> |

| Week Module | Topic | Author | Reading | Graded Assignments |
|-------------|-------|---|--|--------------------|
| | | Haibach, J. P., Haibach, M. A., Hall, K. S., Masheb, R. M., Little, M. A., Shepardson, R. L., ... & Goldstein, M. G. (2017). | Military and veteran health behavior research and practice: Challenges and opportunities. <i>Journal of Behavioral Medicine</i> , 40, 175-193. | |
| | | McWhorter, M., & Titus, C. S. (2017). | <i>Virtue and vocation in case conceptualization</i> [Video file]. | |

VIII. REFERENCE LIST

Required Reading:

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Carlson, J. F., Geisinger, K. F., & Jonson, J. L. (Eds.). (2017). *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.

Haibach, J. P., Haibach, M. A., Hall, K. S., Masheb, R. M., Little, M. A., Shepardson, R. L., ... & Goldstein, M. G. (2017). Military and veteran health behavior research and practice: Challenges and opportunities. *Journal of Behavioral Medicine*, 40, 175-193.

Vogel, M. E., Kanzler, K. E., Aikens, J. E., & Goodie, J. L. (2017). Integration of behavioral health and primary care: Current knowledge and future directions. *Journal of Behavioral Medicine*, 40, 69-84.

Required Media:

American Psychological Association (Producer). (2012). *Exploring career goals with a young African American woman* [streaming video]. Retrieved from PsycTHERAPY database. [45:21 min.]

American Psychological Association (Producer). (2012). *Vocational counseling with a female Chinese client studying in the united states* [streaming video]. Retrieved from PsycTHERAPY database. [44:42 min.]

Bakas, K. (2017). *Aptitude testing: Johnson O'Connor research foundation* [Video]. Arlington, VA: Divine Mercy University (Producer). [8:38 min]

Bakas, K., Burke, R. E., Myers, A., & Payne, H. (2017). *Working with clients and test results: Part 2: Reviewing test results* [Video]. Arlington, VA: Divine Mercy University (Producer). [6:32 min.]

Bakas, K., Burke, R. E., Myers, A., & Payne, H. (2017). *Working with clients and test results: Part 3: Counseling and career assessment* [Video]. Arlington, VA: Divine Mercy University (Producer). [10:49 min.]

McWhorter, M., & Titus, C. S. (2017). *Virtues and vocations in case conceptualization* [Video file]. Washington, DC: Divine Mercy University. [6:53 min.]

Perry, E. (2018). *Welcome to the course*. [Video file]. Arlington, VA: Divine Mercy University (Producer). [XXXX min.]

Recommended Reading:

A. Adams (personal communication, May 8, 1780). *Founding Families: Digital Editions of the Papers of the Winthrops and the Adamases*, ed.C. James Taylor. Boston: Massachusetts Historical Society, 2018.

Anastasi, A. (1992). What counselors should know about the use and interpretation of psychological tests. *Journal of Counseling and Development*, 70, 610-616.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th Ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

American Psychiatric Association. (2018). What is the collaborative care model? Retrieved from <https://www.psychiatry.org/psychiatrists/practice/professional-interests/integrated-care/get-trained/about-collaborative-care>

Foer, S. J. (2005). *Extremely loud and incredibly close*. New York, NY: Houghton Mifflin Company.

Hood, A.B., & Johnson, R.W. (2002). *Assessment in counseling: A guide to the use of psychological assessment procedures* (3rd ed.). Alexandria, VA: American Counseling Association.

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- Silverlake, A. C. (1999). *Comprehending test manuals: A guide and workbook*. Glendale, CA: Pyrczak Publishing.
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- Spies, R.A & Plake, B. S. (Eds.). (2005). *The sixteenth mental measurement yearbook*. Lincoln: University of Nebraska Press.
- van der Kolk, Bessel A. (2014). *The body keeps the score: brain, mind, and body in the healing of trauma*. New York, NY: Viking
- Whitson, S. C. (2013). *Principles and applications of assessment in counseling* (4th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Zunker, V. G., & Norris, D. S. (1998). *Using assessment results for career development* (5th Ed.). Pacific Grove, CA: Brooks/Cole.

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- 16pf® Psychological Evaluation Questionnaire Sample Report. Retrieved from https://www.16pf.com/wp-content/uploads/PsychEval_Personality_Questionnaire_-_Carl_Sample1.pdf
- 16pf® Psychological Evaluation Questionnaire Product Sheet. Retrieved from https://www.16pf.com/wp-content/uploads/PAN_16PF_PER_Data_Sheet.pdf
- ACT, Inc. (2018). WorkKeys assessments. Retrieved from <http://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html>.

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American Foundation for Suicide Prevention. (2018). You can fight suicide. Retrieved from <https://afsp.org/>.

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Center for Integrated Primary Care at the University of Massachusetts Medical School. (n.d.). Patient stress questionnaire adapted from the PHQ 9, GAD7, PC-PTSD and AUDIT. Retrieved from <http://www.ibhpartners.org/wp-content/uploads/2015/12/Mental-Health-Screener-by-UMass.pdf>

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