CNL-523 | Assessment, Tests, and Measurements

Syllabus

COURSE DESCRIPTION

This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods are addressed. The following statistical concepts are also addressed: scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, reliability, and validity.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

Diagnostic and Statistical Manual of Mental Disorders (DSM)

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM*

will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-523 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

From the Home Page, click on the Counseling programs drop down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu (https://cce.gcu.edu)

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions."

GCU General Research Lib Guide

Review the GCU General Research Lib Guide and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources
(http://libguides.gcu.edu/EvaluatingSources)

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

https://libguides.gcu.edu/EvaluatingSources (https://libguides.gcu.edu/EvaluatingSources)

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Psychological Testing and Assessment

Cohen, R. J., Schneider, W. J., & Tobin, R. M. (2022). *Psychological testing and assessment: An introduction to tests and measurement* (10th ed.). McGraw-Hill Companies. ISBN-13: 9781260837025

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies section of GCU.edu under Helpful Academic Links on the right side of the page.

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

INSTRUCTOR ONLY MATERIALS

CNL-523 Course Revision History

CNL-523 Discussion Questions

CNL-523 Quiz Answer Key

Quiz Answer Key

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Psychological Testing and Assessment

Objectives:

1.1: Explain the uses and applications of psychological tests and assessments in the counseling field and marriage and family therapy.

1.2: Describe historical perspectives concerning the nature and meaning of assessment and testing in counseling. [CACREP 2.F.7.a]

Topic Materials

Textbooks

Electronic Resources

Assessment

Explore the Pearson Assessment website.

https://www.pearsonassessments.com/ (https://www.pearsonassessments.com/)

Psychological Testing and Assessment

Read Chapters 1 and 2 in *Psychological Testing and Assessment.*

Assignments:

Topic 1 Short Answer Questions Worksheet (Obj. 1.1 and 1.2)

Complete the Topic 1 Short Answer Questions Worksheet.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.

Discussion Questions:

Topic 1 DQ 2 (Obj. 1.2)

Choose two significant **legislative** events in United States history and explain how those events had an impact on the field of psychological testing.

This discussion question is informed by the following CACREP Standard:

2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling

Topic 1 DQ 1 (Obj. 1.1)

Briefly describe a historical overview of significant events which occurred during the development of appraisals within the counseling field.

This discussion question is informed by the following CACREP Standard:

2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Ethical Issues in Psychological Testing and Assessment

Objectives:

2.1: Analyze the ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. [CACREP 2.F.7.m]

2.2: Examine how information gathered from the biopsychosocial assessment impacts assessment choice. [CACREP 2.F.7.i.]

Topic Materials

Textbooks

Electronic Resources

American Counseling Association Code of Ethics

Read the American Counseling Association Code of Ethics, located on the American Counseling Association website (2014).

http://www.counseling.org/Resources/aca-code-of-ethics.pdf (http://www.counseling.org/Resources/aca-code-of-ethics.pdf)

Ethical Principles of Psychologists and Code of Conduct

Read "Ethical Principles of Psychologists and Code of Conduct," located on the American Psychological Association website.

https://www.apa.org/ethics/code (https://www.apa.org/ethics/code)

Ethics in Psychology and the Mental Health Professions: Standards and Cases

Read pages 199-200, 203-204, and 208-212 in the Ethics in Psychology and the Mental Health Professions: Standards and Cases textbook.

https://lopes.idm.oclc.org/login?url=http://ebookcentral.proquest.com/lib/gcu/detail.action?docID=4083962 (https://lopes.idm.oclc.org/login?url=http://ebookcentral.proquest.com/lib/gcu/detail.action?docID=4083962)

Legal and Ethical Information

Read the Legal and Ethical Information page, located on the American Association for Marriage and Family Therapy website.

https://www.aamft.org/AAMFT/ENHANCE_Knowledge/Legal_and_Ethics/Legal_Ethics/Legal_Ethics.aspx?hkey=3f960f51-842c-4f3c-8cad-473c78172fac (https://www.aamft.org/AAMFT/ENHANCE_Knowledge/Legal_and_Ethics/Legal_Ethics/Legal_Ethics.aspx?hkey=3f960f51-842c-4f3c-8cad-473c78172fac)

National Council on Measurement in Education

Explore the National Council on Measurement in Education website.

http://www.ncme.org/ (http://www.ncme.org/)

Online Psychological Tests

Explore "Online Psychological Tests," located on the Healthy Place: America's Mental Health Channel website.

http://www.healthyplace.com/psychological-tests/ (http://www.healthyplace.com/psychological-tests/)

Psychological Testing and Assessment

Review Chapter 2 in *Psychological Testing and Assessment.*

Assignments:

Ethics in Psychological Assessments Paper* (Obj. 2.1 and 2.2)

Write a 1,000-1,250-word paper discussing codes of practice and ethical issues that must be considered when using psychological assessments. Address the following in your paper:

- A description of at least three ethical issues including multicultural and diversity issues
- A discussion of how to avoid the ethical issues in psychological assessments
- A discussion of how a clinician assesses behaviors that stem from cultures or subcultures
- A discussion of how a client's academic/education, career, personal, and social development impacts assessment choice

Include a discussion of how these ethical issues are addressed in "Section E: Evaluation, Assessment, and Interpretation" from the American Counseling Association Code of Ethics located in the Topic 2 Resources.

Include at least three scholarly references in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Assessment & Testing.

This assignment is informed by the following CACREP Standards:

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development.

2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Discussion Questions:

Topic 2 DQ 2 (Obj. 2.1)

What serious ethical violation could occur if a counselor administered a psychological test incorrectly or without considering multicultural factors? Identify the ACA Code of Ethics statements that apply in this scenario.

This discussion question is informed by the following CACREP Standard:

2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Topic 2 DQ 1 (Obj. 2.1)

What would you do if you were providing a psychological test to a counseling client and an issue arose in which your personal ethics were in conflict with the established state and/or federal laws and/or codes of ethics? Provide an example to support your response.

This discussion question is informed by the following CACREP Standard:

2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Principles of Reliability and Validity in Psychological Testing and Assessment

Objectives:

3.1: Examine the concepts of validity and reliability as they relate to psychological tests and assessment. [CACREP 2.F.7.h]

3.2: Explain basic concepts of statistical analysis in psychological assessment and testing. [CACREP 2.F.7.f, 2.F.7.g]

Topic Materials

Textbooks

Electronic Resources

Psychological Testing and Assessment

Read Chapters 3-7 in *Psychological Testing and Assessment.*

Assignments:

Topic 3 Short Answer Questions Worksheet (Obj. 3.1 and 3.2)

Complete the Topic 3 short answer questions worksheet.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.

2.F.7.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

2.F.7.h. Reliability and validity in the use of assessments.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.1)

When testing a client, what two ways could a counselor's behavior affect the validity of the data gathered from the test results? In what ways could a counselor's behavior affect the reliability of the data gathered from the test results? Explain.

This discussion question is informed by the following CACREP Standard:

2.F.7.h. Reliability and validity in the use of assessments.

Topic 3 DQ 2 (Obj. 3.1)

Could a psychological test and assessment be invalid and still have reliability? Why or why not?

This discussion question is informed by the following CACREP Standard:

2.F.7.h. Reliability and validity in the use of assessments.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Instrument Selection in Counseling

Objectives:

4.1: Explain the process of test construction in evaluating and selecting psychological tests and assessments. [CACREP 2.F.7.b]

Topic Materials

Textbooks

Electronic Resources

Buros Center for Testing

Explore the Buros Center for Testing website.

https://buros.org/ (https://buros.org/)

Clinical Assessment

Explore the Clinical Assessment website.

https://www.pearsonassessments.com/professional-assessments.html (https://www.pearsonassessments.com/professional-assessments.html)

Pearson Assessments

Use the Pearson Assessments website to complete a discussion question.

https://www.pearsonassessments.com/ (https://www.pearsonassessments.com/)

Pro-Ed Publishing

Explore the PRO-ED website.

https://www.proedinc.com/ (https://www.proedinc.com/)

Psychological Testing and Assessment

Read Chapters 8 and 13 in *Psychological Testing and Assessment.*

Assignments:

Psychological Testing and Assessment Selection Paper (Obj. 4.1)

Write a paper (1,000-1,250 words) about the selection of the appropriate psychological test and/or assessment. Answer each of the following three questions:

- What resources are available to assist counselors in the selection of the appropriate psychological tests and/or assessments for a client?
- What are four to five important diagnostic factors a counselor should consider when selecting a psychological test for a client?
- How can a counselor determine that a specific test is the appropriate test for a client's demographics?

Include at least four scholarly references in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings.

5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.

Discussion Questions:

Topic 4 DQ 2 (Obj. 4.1)

Navigate to the Pearson Assessment website located in the Topic 4 Resources. Identify an assessment that could be used in a diagnosis. What is the assessment and what is the diagnosis? What are the attributes to be aware of when considering how to match the client and the test?

This discussion question is informed by the following CACREP Standard:

2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings.

Topic 4 DQ 1 (Obj. 4.1)

Find a test to assess, intelligence or education, find a similar alternative test for administration with an individual who may be blind, deaf, or nonverbal. How are they similar? How are they different?

This discussion question is informed by the following CACREP Standard:

2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Diagnosis, Psychological, and Personality Tests

Objectives:

5.1: Determine the appropriate use of psychological tests in clinical mental health counseling testing and assessment. [CACREP 2.F.7.e, 5.C.1.e]

5.2: Determine the use of symptom checklists, and personality and psychological testing. [CACREP 2.F.7.k]

Topic Materials

Textbooks

Electronic Resources

Administering a Mini-Mental Status Exam

Watch “Administering a Mini-Mental Status Exam,” by Dr. Todd Grande, from YouTube (2015).

https://youtu.be/y39BDAljIbg (https://youtu.be/y39BDAljIbg)

Mental Measurements Yearbook with Tests in Print

Use the "Mental Measurements Yearbook with Tests in Print" to complete the Topic 5 assignment.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?authtype=ip%2cuid&profile=ehost&defaultdb=mmt (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?authtype=ip%2cuid&profile=ehost&defaultdb=mmt)

Optional - Health and Psychosocial Instruments (HaPI) Database

For additional information, the following is recommended:
"Health and Psychosocial Instruments" database on the GCU Library website.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?authtype=ip,uid&custid=s8333196&profile=ehost&defaultdb=hpi&groupid=main (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?authtype=ip,uid&custid=s8333196&profile=ehost&defaultdb=hpi&groupid=main)

Psychological Testing and Assessment

Read Chapters 11, 12, and 14 in *Psychological Testing and Assessment.*

Assignments:

Psychological Testing and Clinical Diagnosis (Obj. 5.1 and 5.2)

Select a diagnosis from the following:

- PTSD
- Anorexia Nervosa
- Schizophrenia
- Bipolar Disorder
- Insomnia
- Other type of diagnosis with instructor approval

Write a 750-1,000-word paper about your selected diagnosis. Use headings and include the following in your paper:

- A brief summary of the chosen disorder that includes symptoms, prevalence, development, and course according to the most recent version of the
- An explanation of the types of tools that would be used in order to make a diagnosis of the disorder. One tool described should be the *DSM*'s cross-cutting symptom measure.
- A minimum of two recommended psychological tests that could be used for the selected diagnosis.
- For each of the tests listed, include an explanation if the test is considered reliable and valid (use the Mental Measurements Yearbook in the GCU Online Library for this information). The Mental Measurements Yearbook

link can be found in the Topic 5 Resources.
- Would a personality assessment be an appropriate tool for diagnosis? Why or why not?
- Additional information about each test to include the price, length of time to administer, and any other relevant information.

Include at least three scholarly references in addition to the textbook in your paper.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.

2.F.7.k. Use of symptom checklists, and personality and psychological testing.

5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.1 and 5.2)

Why is it important for counselors and other behavioral health professionals to become familiar with the use of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*)? How can use of the *DSM*'s cross-cutting symptom measures aid counselors in clinical diagnosing?

This discussion question is informed by the following CACREP Standards:

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.

2.F.7.k. Use of symptom checklists, and personality and psychological testing.

5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling

Topic 5 DQ 2 (Obj. 5.1 and 5.2)

Define the following assessments and provide an example when each should be used:

- Forensic assessment

- Forensic assessment
- Therapeutic assessment
- Psychological assessment
- Personality assessment

This discussion question is informed by the following CACREP Standards:

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.

2.F.7.k. Use of symptom checklists, and personality and psychological testing.

5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Career Counseling, Organizational, and Intelligence Testing

Objectives:

6.1: Summarize common concepts and assessments in career counseling. [CACREP 2.F.7.i]

6.2: Summarize basic concepts regarding organizational and intelligence testing. [CACREP 2.F.7.i]

Topic Materials

Textbooks

Electronic Resources

Assessment of Career Development and Maturity

Read "Assessment of Career Development and Maturity," by Swanson, from *APA Handbook of Testing and Assessments in Psychology* (2013).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2012-22486-020&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2012-22486-020&site=ehost-live&scope=site)

Factor Structure of the Wechsler Intelligence Scale for Children—Fifth Edition: Exploratory Factor Analyses With the 16 Primary and Secondary Subtests

Read “Factor Structure of the Wechsler Intelligence Scale for Children—Fifth Edition: Exploratory Factor Analyses With the 16 Primary and Secondary Subtests" by Canivez, Watkins, & Dombrowski, from *Psychological Assessment* / American Psychological Association (2016).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN607440448&site=eds-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN607440448&site=eds-live&scope=site)

Psychological Testing and Assessment

Read Chapters 9, 10, and 15 in *Psychological Testing and Assessment.*

Review Chapter 3 in *Psychological Testing and Assessment.*

Review of Stanford-Binet Intelligence Scales

Read “Review of Stanford-Binet Intelligence Scales,” by Mleko & Burns, from *Applied Neuropsychology* (2005).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-10468-008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-10468-008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Vocational Psychology Assessment: Positive Human Characteristics Leading to Positive Work Outcomes

Read “Vocational Psychology Assessment: Positive Human Characteristics Leading to Positive Work Outcomes,” by Robtschek & Ashton, from *Positive Psychology Assessment: A Handbook of Models and Measures* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-20160-023&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2019-20160-023&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Topic 6 Short Answer Questions Worksheet (Obj. 6.1 and 6.2)

Complete the Topic 6 Short Answer Questions Worksheet.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development.

2.F.7.j. Use of environmental assessments and systematic behavioral observations.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1)

How is information about personal values used in career counseling? Is it important? Why or why not? How can personal religious or spiritual values play into career counseling?

This discussion question is informed by the following CACREP Standard:

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development.

Topic 6 DQ 2 (Obj. 6.1)

What kinds of interest inventories might you use in your counseling practice? Why?

This discussion question is informed by the following CACREP Standard:

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Adolescent Testing and Assessing Tools

Objectives:

7.1: Examine adolescent testing and assessment tools for educational and counseling services. [CACREP 2.F.7.l]

Topic Materials

Textbooks

Electronic Resources

Factor Structure of the Wechsler Intelligence Scale for Children—Fifth Edition: Exploratory Factor Analyses With the 16 Primary and Secondary Subtests

Review "Factor Structure of the Wechsler Intelligence Scale for Children—Fifth Edition: Exploratory Factor Analyses With the 16 Primary and Secondary Subtests" by Canivez, Watkins, & Dombrowski, from *Psychological Assessment* / American Psychological Association (2016).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN607440448&site=eds-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN607440448&site=eds-live&scope=site)

Psychological Testing and Assessment

Read Chapter 10 in *Psychological Testing and Assessment.*

Review of Stanford-Binet Intelligence Scales

Review "Review of Stanford-Binet Intelligence Scales," by Mleko & Burns, from *Applied Neuropsychology* (2005).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-10468-008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-10468-008&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Assignments:

Psychological Testing and Assessment of Adolescents Paper (Obj. 7.1)

Assessment plays a significant role in the educational setting. Counselors may want to assess what students have learned in class, or they may want to find out the extent to which students are able to learn more advanced material. A variety of testing instruments are used in all levels of education.

Write a 750-1,000-word paper about the significance of intelligence testing in academic/educational or other settings. Include the following in your paper:

- An explanation of the significance of intelligence tests
- The attributes (psychometrics, normative culture, language, and so forth) of a specific intelligence test.
- An example of when it would be appropriate to administer the intelligence test you listed the attributes for the above test, in an academic and/or education setting, and why
- An explanation of how the results of administering this test, in your example, could cultivate a better diagnostic understanding of the client.
- A minimum of three scholarly resources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development.

2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1)

Go online and conduct a search for a free assessment test such as the ACE Study, Strong, the Beck Depression Inventory, or something similar. Take the test and evaluate the assessments in which you have participated. What are some insights you gained by using various instruments and strategies throughout this class? How might you apply this knowledge in the future when using assessments in counseling clients?

This discussion question is informed by the following CACREP Standard:

2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.

Topic 7 DQ 2 (Obj. 7.1)

Simon, a 16-year-old male, has always performed adequately in school. This semester his math scores dropped from Bs to Fs, but his other grades have remained Bs. IQ testing with the WAIS-IV revealed that he has an average overall IQ without any major deficiencies. Do these normal findings provide useful diagnostic information? How so? What might be happening with Simon?

This discussion question is informed by the following CACREP Standard:

2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: The Future of Psychological Testing and Assessment

Objectives:

8.1: Discuss the future of psychological testing and the assessment of special population clients including adolescents, victims of domestic violence, and those with a co-occurring disorder. [CACREP 2.F.7.c, 2.F.7.d]

Topic Materials

Textbooks

Electronic Resources

Administering the Beck Scales via Telepractice

Read “Administering the Beck Scales via Telepractice,” from Pearson (2021).

https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/telepractice-and-the-beck-scales.html (https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/telepractice-and-the-beck-scales.html)

Assessment With Racial/Ethnic Minorities and Special Populations

Read “Assessment With Racial/Ethnic Minorities and Special Populations,” by Suzuki & Wilton, from *APA Handbook of Clinical Psychology: Applications and Methods* (Vol. 3). (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-46203-013&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-46203-013&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Concepts, Principles, and Benefits of Telemental Health

Read "Concepts, Principles, and Benefits of Telemental Health," by Luxton, Nelson, & Maheu, from *A Practitioner's Guide to Telemental Health: How to Conduct Legal, Ethical, and Evidence-Based Telepractice* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2016-02013-002&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2016-02013-002&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Guidance on Psychological Tele-assessment During the COVID-19 Crisis

Read "Guidance on Psychological Tele-assessment During the COVID-19 Crisis," by Wright, Mihura, Pade, & McCord, from *American Psychological Association* (2020).

https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19 (https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19)

Telebehavioral Health Information and Counselors in Health Care

Read "Telebehavioral Health Information and Counselors in Health Care," from American Counseling Association (2021).

https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/telehealth-information-and-counselors-in-health-care (https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/telehealth-information-and-counselors-in-health-care)

Assignments:

The Future of Psychological Testing and Assessment Presentation (Obj. 8.1)

Select a special population of interest from the following list:

- Domestic violence victims

- Clients with questions about their sexual orientation
- Human trafficking victims
- Clients with suicidal ideation
- Clients who self-harm

Hypothesize the future of psychological testing for your selected population.

Create a 7-10-slide presentation about your population that includes the following:

- A description of the tests and assessments currently in use and how they are used in intervention planning
- Changes to the tests and assessments you would like to see
- Explain any procedures related to reporting abuse, duty to warn, or victims' rights
- Detailed speaker notes as if you are giving the presentation in person

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse.

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.1)

What are some insights you gained while studying psychological testing and assessment instruments as applied to the future of counseling? How might psychological testing and assessment of special population clients, including adolescents, victims of domestic violence, and those with a co-occurring disorder be applied in the future?

Topic 8 DQ 2 (Obj. 8.1)

What are the three most important concepts that you learned throughout this course that you can apply in a clinical setting? Give an example of how you would apply the concepts learned to conduct an in-take assessment.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Topic 1 Short Answer Questions Worksheet (Obj. 1.1 and 1.2)	Topic 1	80
Ethics in Psychological Assessments Paper* (Obj. 2.1 and 2.2)	Topic 2	100
Topic 3 Short Answer Questions Worksheet (Obj. 3.1 and 3.2)	Topic 3	80
Psychological Testing and Assessment Selection Paper (Obj. 4.1)	Topic 4	100
Psychological Testing and Clinical Diagnosis (Obj. 5.1 and 5.2)	Topic 5	100
Topic 6 Short Answer Questions Worksheet (Obj. 6.1 and 6.2)	Topic 6	80
Psychological Testing and Assessment of Adolescents Paper (Obj. 7.1)	Topic 7	100
The Future of Psychological Testing and Assessment Presentation (Obj. 8.1)	Topic 8	100
CNL-523 Topic 8 Quiz (Obj. 8.1)	Topic 8	20
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160

Assignment	Topic Due	Non Trad Points
Total		1000

Effective date: 01/12/2023. © 2023. Grand Canyon University. All Rights Reserved.