



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**CSL5410 Testing and Assessment in Counseling**  
**3 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Evaluate the primary purposes of assessments in mental health counseling.
  - a. Explore the reason the individual needs an assessment.
  - b. Determine the type of assessment and environment that aligns with the individual's needs.
  - c. Conduct a mental status exam.
2. Evaluate the appropriateness of an assessment for the client situation and/or setting.
  - a. Explain the different types of reliability.
  - b. Explain the different types of validity.
  - c. Explore the concept of “ the norm group(s)” and its importance when considering an assessment.
  - d. Identify the ethical and legal standards for different types of assessments used in counseling related to scope of practice of the practitioner.
  - e. Discuss how interpretation of the results of an assessment could impact treatment.
3. Explore academic and vocational assessments.
  - a. Define the connection between academic and vocational assessments.
  - b. Identify the instruments used in academic and vocational assessments.
  - c. Determine ways to use academic and vocational assessments across multiple settings.
4. Differentiate the types of mental health assessments and instruments to use in a real-world scenario.
  - a. Explore the different types of instruments.
  - b. Compare preliminary information gathered from different sources.
  - c. Determine the instrument(s) based on the assessment.
  - d. Discuss the expected outcomes.
5. Analyze the necessary communication choices for effective assessment in counseling.
  - a. Examine how the developmental level of the client impacts the language and communication choices for effective assessment.
  - b. Compare the information gathered from using different modalities of assessment.
  - c. Explain how barriers impact reliable and valid assessment, e.g., substance abuse, active psychosis, language disfluency, use of interpreters, etc.
  - d. Explore the use of a “Release of Information” form to gather further assessment data.
  - e. Explain how assessment results could have ethical and legal implications, related to mandated reporting, confidentiality, etc.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Purpose of Assessments
- Ethical/Legal assessments
- Basic Statistics for Assessments (Validity and Reliability)
- Academic and Vocational Assessments & Instruments
- Mental Health Assessments & Instruments
- Communication Choices

### **Essential Questions**

1. What is the primary purpose of assessment in mental health counseling?
2. What are the strengths and limitations of each type of assessment (ethically and legally)?
3. How do you determine if an assessment is reliable and valid?
4. How does testing contribute to the field of mental health?
5. How do you choose the type of assessment and instrument to use?
6. What factors influence communication choices for assessment?

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These SLOs are not approved for experiential credit.

**Effective: Spring 2025**