

**MHC 541 Introduction to Assessment
Syllabus**

**Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 541
Introduction to Assessment
Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 7a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes
- 7f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- 7g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- 7h. reliability and validity in the use of assessments
- 7i. use of assessments relevant to academic/educational, career, personal, and social development
- 7j. use of environmental assessments and systematic behavioral observations
- 7k. use of symptom checklists, and personality and psychological testing
- 7l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- 7m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1e. psychological tests and assessments specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 6 of 7							
Students demonstrate an understanding of assessment and evaluation in mental health counseling	Practicum year	Cumulative score 90-100%	Cumulative score 80-89%	Cumulative score 70-79%		MHC 541: Introduction to Assessment Midterm and Final exam scores	Assessment Chair Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 7 of 7							
Students understand social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.	Practicum Year	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 541: Test Critique	Assessment Chair Review/Referral to BRC or ARC

Instructor: J. Thomas Shrewsbury, MSW, LCSW, BCD, MAC

Phone: 503-820-9666 (text is OK)

Email: Shrewsbury@lclark.edu

Course: MHC 541 Introduction to Assessment

Semester: Spring 2017

Credits: 2 semester hours

Meets on: Tuesdays 5:30 to 8:45 p.m., 1/10/17 to 3/14/17

Office hours and availability:

- The fastest way to reach me is by text.
- I am available by phone Monday through Friday.
- I will answer your emails within 48 hours.
- I will meet with you in person by request on Tuesdays from 11 a.m. to 12:00 p.m. (location: private space TBD)

MHC 541 Introduction to Assessment Content Areas: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed. **Prerequisites:** For Professional Mental Health Counseling students, MHC 503, CPSY 506, MHC 509, MHC 513, MHC 534, MHC 511, and one of the following: MHC 535, CPSY 530, or CPSY 538. For Professional Mental Health Counseling - Specialization in Addictions students, MHCA 502, CPSY 506, MHCA 511, MHC 513, CPSY 504, CPSY 550, and one of the following: MHC 535, CPSY 530, or CPSY 538.

Knowledge and skills outcomes: The learning objectives below will supplement those that are listed in the syllabus cover sheet, course catalogue, and student handbook.

By the end of this course, students will be able to:

1. Describe:
 - a. The history of testing and assessment
 - b. The ethical, legal, and professional issues in assessment
 - c. The factors related to test worthiness and test statistics (reliability, validity and item analysis, cross-cultural fairness, scoring, etc.)
2. Describe the purpose for and identify instruments that are commonly used in the assessment and testing of:
 - a. Positive psychological factors
 - b. Intelligence, intellectual, and cognitive functioning
 - c. Achievement, aptitude, and educational ability
 - d. Career counseling
 - e. Personality
 - f. Diagnosis of mental disorders
 - g. Diagnosis of substance use disorders
3. Evaluate and critique one psychological personality assessment instrument or inventory

Methods of instruction: Reading assignments, didactic lectures, class discussions, small group discussions, small group activities, experiential exercises, lecture by a special guest, student presentations, and/or outside class activities.

Required texts and readings:

1. Lopez, S. J., & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures*. Washington, D.C.: APA.
2. Neukrug, E. S., & Fawcett, R. C. (2014). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3rd ed.). Stamford, CT: Cengage.
3. Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2017). *An easyguide to APA style* (3rd ed.). Thousand Oaks, CA: Sage.
4. Additional readings are indicated below in the Reading Schedule section

Student performance evaluation criteria and procedures:

Students will be evaluated in the areas of academic performance, professional conduct, and student fitness. The grading procedures will follow those listed in the Lewis & Clark College-Wide Academic Policies. Students are responsible for knowing and adhering to the principles of academic integrity as stated in the Graduate School Catalog and The Navigator.

Right to appeal: If a student believes a final grade in a course or an academic decision affecting continuance in a degree program deviates from established practices, the student has the right of appeal. Students are encouraged to first speak with the instructor. Students may also speak with their academic advisors to initiate an appeal process.

Grading procedures: The grading procedures will follow those listed in the Lewis & Clark College-Wide Academic Policies. The following grade markings will be used as applicable:

Letter grades include A, A-, B+, B, B-, C+, C, C-, D+, D, or F

Credit/no credit grades (same as pass/fail)

Incomplete grades: A grade of Incomplete (INC) may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time. The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Deferred grades: A grade of Deferred (DFD) is a temporary designation normally used at the end of a semester for a course continuing for more than one semester. Assigning a DFD grade

indicates that the student has been participating in the course at least up to the point the term has ended and the DFD grade is assigned. When the full sequence is completed, a student receives a grade.

Satisfactory Academic Progress and Performance: Students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. The grade of no credit (NC) counts as a grade below a C- for the purposes of determining satisfactory academic progress. Students in non-degree graduate programs (including license, certificate, and endorsement programs) must maintain a 3.0 GPA to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

Lewis & Clark Disability Policy & Accommodation Policy & Procedures

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Lewis & Clark recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations once the disability is adequately documented. While Lewis & Clark's legal obligations only extend to disabilities of a substantial and long term nature, it is also the College's practice to honor reasonable requests for accommodations for temporary disabilities such as a physical injury, illness or pregnancy. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. A student with a disability who requires accommodations must notify Student Support Services (in the case of undergraduate and graduate students) or the Associate Dean for Academic Affairs (in the case of Law School students), in writing, of his or her desire for accommodations as soon after admission as possible. Students should not assume that this information is known to either of these offices because the student's application indicated the presence of a disability. Once the College has been notified and specific accommodations are appropriately documented and requested by the student, the College works with the student and relevant campus contacts to set up the approved accommodations. The procedures for obtaining accommodations differ among the Northwestern School of Law, the College of Arts and Sciences and the Graduate School of Education and Counseling. However, the services each offers are quite similar and the procedures are all intended to effectively provide for the appropriate needs of the student with disabilities within the structure and policies of each school. **The full Lewis & Clark Disability Policy is located at:** <http://www.lclark.edu/live/files/6600-disability-policy>

Lewis & Clark Student Support Services

0615 S.W. Palatine Hill Road MSC 112

Portland, OR 97219

Voice: 503-768-7192

Fax: 503-768-7197

Email: access@lclark.edu

Website: https://www.lclark.edu/offices/student_support_services/

Course expectations:

Class Attendance: **Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor.** Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. **Barring urgent situations, please notify the instructor of planned or unplanned absences before class.**

Evaluating Student Fitness and Performance: Students enrolled in all programs in the Department of Counseling Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

Student Review Process: If a faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Review Panel and/or a Student Conduct Review is completed. Please note that, while the process might be termed a conduct review, the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct. A Student Conduct Review is conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context. Student Conduct Reviews include the following steps when there is concern about a student's fitness or conduct: (1) Faculty will request a Student Conduct Review in writing; (2) Program Director will schedule at least one Student Conduct Review meeting; (3) Student Conduct review decisions will include a written Plan of Assistance when necessary. Students may appeal the Student Conduct Review Panel's decision. Appeals must be submitted to the CPSY department chair within two weeks of the panel's decision. Please refer to your student handbook for further details.

Lewis & Clark Academic Integrity Policy: Academic integrity finds its genesis in the fundamental values of honesty, tolerance, respect, rigor, fairness, and the pursuit of truth. Scholarship is at the heart of this academic community, and trust between faculty and a student is essential to the achievement of quality scholarship. At times scholarship is collaborative, at times independent. All sources, written, oral, or otherwise, should be properly cited. Acts of academic dishonesty are contrary to the mission of the College and constitute a serious breach of trust among community members. **Students are expected to read the entire policy** which is located at: http://college.lclark.edu/student_life/-our-departments-/student-rights-responsibilities/student-code-of-conduct/college-policies/academic-integrity-policy/

Checking Out Test Materials and Instruments: Although the **Counseling Psychology Department (0615 S.W. Palatine Hill Road MSC 86, Portland, OR 97219)** possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, **the use of test materials should be directly supervised by a professor or supervisor**. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in MHC 541 Introduction to Assessment. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair. The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines were instituted in June 2009:

All tests must be properly checked out and checked in by a staff member in the Counseling Psychology Department. Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.

All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.** If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents. The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Please refer to your Student Handbook for further details about student rights and responsibilities, conduct guidelines, program completion requirements, etc.

Syllabus continued on the next page.

University support and student development services

Lewis & Clark Student Support Services

0615 S.W. Palatine Hill Road MSC 112
Portland, OR 97219
Phone: 503-768-7192
Fax: 503-768-7197
Email: access@lclark.edu
Website:
https://www.lclark.edu/offices/student_support_services/

Lewis & Clark Counseling Services

0615 S.W. Palatine Hill Road MSC 135
Portland, OR 97219
Phone: 503-768-7160
Fax: 503-768-7115
Email: counsel@lclark.edu
Website:
https://www.lclark.edu/offices/counseling_service/

Lewis & Clark Library Services

0615 S.W. Palatine Hill Road
Portland, OR 97219
Email: watzek@lclark.edu
Phone: 503-768-7274
Website: <http://college.lclark.edu/library/>

Lewis & Clark Writing Center

0615 S.W. Palatine Hill Road MSC 70
Portland, OR 97219
Phone: 503-768-7505
Fax: 503-768-7282
Email: writing@lclark.edu
Website:
https://college.lclark.edu/academics/support/writing_center/

Associated Students of Lewis & Clark (ASLC)

Peer-to-Peer Tutoring Services
Email: tutoring@lclark.edu
Website: <https://aslclark.org/saab-tutoring/>

OWL Purdue Online Writing Lab: Great resource to help you with APA formatting!

<https://owl.english.purdue.edu/owl/resource/560/01/>

Lewis & Clark Symbolic and Quantitative Resource Center (SQRC):

This is an excellent peer tutoring service for those taking statistics and research methods courses!

0615 S.W. Palatine Hill Road MSC 110
Portland, OR 97219
Phone: 503-768-7570
Fax: 503-768-7668
Email: margotb@lclark.edu
Website:
https://college.lclark.edu/departments/mathematical_sciences/sqrc/

Lewis & Clark Career Center

0615 S.W. Palatine Hill Road MSC 175
Portland, OR 97219
Phone: 503-768-7114
Email: careers@lclark.edu
Website:
http://college.lclark.edu/student_life/career_development/

Lewis & Clark Student Leadership and Service: Alternative Breaks

In these overnight trips students explore social change strategies through place-based service and learning activities.

Website:
https://college.lclark.edu/student_life/leadership_and_service/for_students/alternative_breaks/

Lewis & Clark Student Leadership and Service: Leadership Education

SLS partners with groups on and off campus for programs that explore the theory and praxis of leadership.

Website:
https://college.lclark.edu/student_life/leadership_and_service/leadership_education.php

Lewis & Clark Pioneer Passport to Leadership

Certificate program through a workshop series; students will earn a cord for graduation.

Website:
https://college.lclark.edu/student_life/passport-to-leadership/

Lewis & Clark Disability procedures for arranging an accommodation plan:

1. Speak with both your academic advisor and instructor(s) early in the term.
2. Contact Student Support Services at 503-768-7156 or access@lclark.edu.
3. Meet with the Student and Support Services' Director or Assistant Director to discuss your learning strengths & challenges.

Students with documentation:

1. Provide Student Services and Supports with documentation of your disability.
2. The Students Services and Supports' Director or Assistant Director will complete the Notice of Disability form.
3. For those needing tutors, note takers, or audio books:
 - a. You fill out the Accommodations Request Form.
 - b. Students and Support Services will contact you when note takers, tutors, and/or audio books are ready.
4. You fill out the request to send the Notice of Disability form.
5. Student Support Services will send your Notice of Disabilities form to the instructors of your choice.

Students without documentation:

Students Support Services will:

1. Help with organization & study skills.
2. Set you up for educational testing.

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Website: https://www.lclark.edu/offices/student_support_services/

Reading schedule:

Week	Read by:	Topic	Readings
#1	1/10/17	Course orientation	<ul style="list-style-type: none"> Syllabus review during class
#2	1/17/17	<p>Introduction and history of testing and assessment</p> <p>Ethical, legal, and professional issues in assessment</p>	<ul style="list-style-type: none"> Neukrug & Fawcett: Ch. 1; p. 1-19 The birth of American intelligence testing - http://www.apa.org/monitor/2009/01/assessment.aspx Human Intelligence: Francis Galton - http://www.intelltheory.com/galton.shtml Wikipedia: Francis Galton - https://en.wikipedia.org/wiki/Francis_Galton Neukrug & Fawcett: Ch. 2; p. 21-40 2014 ACA Code of Ethics: Preamble, Purpose, Section E https://www.counseling.org/resources/aca-code-of-ethics.pdf
#3	1/24/17	Test worthiness and test statistics (reliability, validity and item analysis, cross-cultural fairness, scoring, etc.)	<ul style="list-style-type: none"> Neukrug & Fawcett: Ch. 5; p. 81-107 Neukrug & Fawcett: Ch. 7; p. 127-149
#4	1/31/17	Positive psychological assessment: Searching for the positive	<ul style="list-style-type: none"> Lopez & Snyder: Searching for the Positive: Ch. 1; p. 1-41
#5	2/7/17	Intelligence, intellectual, and cognitive functioning testing	<ul style="list-style-type: none"> Neukrug & Fawcett: Ch. 6; p. 110-126 Neukrug & Fawcett: Ch. 9 section; p. 190-218 Lopez & Snyder: Hope: Ch. 6; p. 91-107

#6	2/14/17	Assessing achievement, aptitude, and educational ability	<ul style="list-style-type: none"> • Neukrug & Fawcett: Ch. 8 section; p. 158-186
#7	2/21/17	Assessment in career counseling	<ul style="list-style-type: none"> • Neukrug & Fawcett: Ch. 10 section; p. 221-244 • Career Construction Theory (Savickas) http://www.vocopher.com/pdfs/careerconstruction.pdf • Career Construction Interview (Savickas) http://www.vocopher.com/CSI/CCI.pdf • My Career Story (Savickas) http://www.vocopher.com/CSI/CCI_workbook.pdf • Lopez & Snyder: Vocational psychological assessment: Ch. 24, p. 377-391
#8	2/28/17	Appraisal of personality	<ul style="list-style-type: none"> • Neukrug & Fawcett: Ch. 11: p. 247-277 • Lopez & Snyder: Assessment of adult attachment security: Ch. 18, p. 285-299
#9	3/7/17	Assessment and diagnosis	<ul style="list-style-type: none"> • Review ACA Ethics Code: Review Section E.5: Diagnosis of mental disorders https://www.counseling.org/resources/aca-code-of-ethics.pdf • Neukrug & Fawcett: Ch. 3; p. 43-58 • DSM5: APA Cultural Formulation Interview file:///C:/Users/James/Downloads/APA_DSM5_Cultural-Formulation-Interview.pdf • Lopez & Snyder: Assessing self-esteem: Ch. 14; p. 219-233 • Lopez & Snyder: Positive coping: Ch. 25; p. 393-409
#10	3/14/17	Assessment in Substance Use Disorders Counseling	<ul style="list-style-type: none"> • Examples of Screening and Assessment Tools for Substance Use Disorders https://ncsacw.samhsa.gov/files/SAFERR_AppendixD.pdf • Understanding and Utilizing the ASAM Placement Criteria (Mee Lee) http://www.naadac.org/assets/1959/2012-03-14_understanding_and_utilizing_asam_webinarslides.pdf

Graded assignments/activities and due dates

The following assignments and activities will be graded as described below. TaskStream uploads are not required for this course.

Assignment / Activity	Points possible	Due dates
Attendance*	10	Jan. 10, 2017 thru Mar. 14, 2017
Midterm	30	Exam on: Feb. 14, 2017
Test critique paper	30	Due: Feb. 28, 2017
Group paper / presentation	30	Due: Mar. 14, 2017

**Students may not miss more than 3.0 hours of this 2-credit class per the attendance policy above. Attendance points will be deducted if a make-up assignment is not completed. Speak to the instructor prior to missing any part of a class. Make-up assignments will most likely involve the submission of an academic paper in APA Style. Please speak to the instructor for details.*

Assignments

Midterm (30 points): The midterm will be a closed-book essay style exam. The midterm will test students' knowledge in the following areas:

- Introduction and history of testing and assessment
- Ethical, legal, and professional issues in assessment
- Test worthiness and test statistics (reliability, validity, and item analysis, cross-cultural fairness, scoring, etc.)
- Positive psychological assessment
- Intelligence, intellectual, and cognitive functioning testing

Test critique paper (30 points): Students will select one assessment test to serve as the basis of this assignment. Test critique papers will be **5-6 pages long excluding the reference, title, and abstract pages. Please do not go above or below this length range.** These must address each of the pertinent content areas listed below. **APA Format is required** for all written assignments.

- History of the assessment or test instrument; its purpose and practicality
- Psychometric properties, including norming sample, validity, and reliability
- Appropriate application, administration conditions, and cautions that should be exercised if the test was normed on a populations other than the client
- Scoring procedures, interpretation guidelines, and reservations that exist regarding conclusions, diagnoses, or recommendations
- Multicultural and diversity factors that impact test selection
- Summarize a major criticism of the test instrument
- Defend with evidence whether or not this test promotes the well-being of the client; provide examples
- Recommend an additional or alternative assessment or test instrument that could be used to assess the same construct
- References

Group paper and presentation (30 points): Students will form small groups and complete a group paper in an assessment area or technique or test instrument of their choice. The group assessment paper will be **12-15 pages long excluding the reference, title, and abstract pages. Please do not go above or below this length range.** Papers must **include at least than 10 peer-reviewed journal articles. APA Format is required** for all written assignments. The group paper must include the following:

Group paper: Each group will search out the scholarly literature to find at least 12 peer-reviewed research articles that are relevant to their topic. The group will prepare written paper (15-20 pages) of their assessment technique or instrument, using APA format. Address in your paper all of the following:

- History of the assessment technique or test instrument; its purpose and practicality
- Psychometric properties, including norming sample, validity, and reliability
- Summarize two (2) alternative tests or assessment strategies that would assess the same construct under study
- Appropriate application, administration conditions, and cautions that should be exercised if the test was normed on a populations other than the client
- Scoring procedures, interpretation guidelines, and reservations that exist regarding conclusions, diagnoses, or recommendations
- Multicultural and diversity factors that impact test selection
- Three (3) examples of how the assessment or test instrument has been used in research
- Summarize a major criticism of the test instrument
- Defend with evidence whether or not the assessment technique or testing instrument promotes the well-being of the client; provide examples
- Recommend an additional assessment or test instrument that could be used to assess the same construct
- References

Group presentation: The group will present to the class a summary of their paper using PowerPoint slides on the last day of class. Group members are encouraged (not required) to use a fictitious case examples showing the assessment process from test/procedure selection to sharing results with the client. Presentations should last for 20-25 minutes followed by 10-minutes for questions and class discussion.

Comments and recommendations: Here are some general comments and recommendations. These are intended to give you an orientation to the instructional structure and to clarify the rationale for the assignments. This section will also provide you with options that you can consider as you plan your work.

General format: I want students to complete the assigned readings *before* class. I will lecture on the topics after you have completed the readings.

Reading due dates: Please complete the assigned readings for the week per the syllabus. See the "read by" dates under the "Reading Section."

Example: Prior to the second class: Students will complete the "Introduction to Research" readings per the syllabus. These include: Neukrug & Fawcett readings, website readings, and ACA Code of Ethics section E. I will then lecture on these materials during class (i.e., after you have read on the topics for the week).

Rationale: The lectures are geared toward clarifying any areas of confusion from the readings. They are also designed to build on the materials that you have studied, and take your learning to the next level.

Early planning for the final group project: Students need to form small groups (no more than 4-5 per group) by the end of week #4. The groups will have selected a specific test instrument or assessment technique (such as the 2013 ASAM Criteria). This selected test or assessment procedure will serve as the basis for the final group project (Research Proposal). The groups will need to stick to the test or assessment technique that they have selected by the end of the 4th class.

Rationale: The purpose of sticking to your original plan will reduce frustration, especially for group members who need a solid structure from the very beginning, and those who will be starting their writing assignment by the end of the first month. The goal here is to plan your work and work your plan.

Class time for group planning: I will give 15-20 minutes at the beginning of class in Weeks #3. This will give you time to firm up your groups and confirm the test or assessment technique that you will be writing and presenting on. By the end of 4th class, I will need to know which students are in what groups. I will also need to know which test or assessment technique that the group will be researching. This is a group assignment, so students do not have the option to work on the final project individually. The rationale of the group work is to give you the experience of working with a team on a proposal, which is typically the case in "real life" research.

Class time for group work: We have a lot of material to cover over the term. Our class schedule is dedicated to covering this material. Given our time constraints, I am not able to provide class time for students to work on their group projects. Work on group projects will therefore need to happen outside of class time.

Recommendation for efficiency and cross-assignment continuity: I realize that this gives you a small time frame to prepare. The purpose of this early planning of group work is so that you can decide whether or not you want to complete the writing assignments on similar instruments that are related to that which the group will be critiquing. While this is not required, I strongly recommend that you complete the test critique papers on instruments that are related to that which the group will be critiquing. For example, if the group chooses the MMPI as the instrument of focus, then each member can select a related test instrument (such as the PAI) to critique in their individual summary/critique writing assignments. In essence, group members will be able to apply their research findings into the larger group work. This will be especially helpful in evaluating psychometric properties (such as validity and reliability) of the instrument that the group will be critiquing for the final project. In the example above, the group would have more information on the MMPI's concurrent validity, relative to the PAI instrument. Given the learning objectives, I would rather you go for depth into researching instruments that measure a similar construct (such as personality), as opposed to critiquing instruments that seek to measure a different construct (such as IQ in this example). That said, the choice is ultimately yours on which instruments or assessment techniques you want to research and critique.

Syllabus continued on the next page.

Quick comment on reactions: I understand that the early prep work will create some anxiety in some students, and may create feelings at first of being overwhelmed. This is normal. It's only our second week after all and you are adjusting to the new term! If you are feeling anxious or overwhelmed, please trust me that our early planning is in your best interest. I guarantee that you will get your footing in the next week or so. Students report to me that by the end of the third week, they have regained their sense of control and self-confidence. **The workload for this term is doable! You are the cream of the crop! You have what it takes to continue your success as a graduate student and counselor-in-training!**

Nota bene: This syllabus is subject to change by the instructor throughout the term. Such adjustments will be made in instances of university closures due to inclement weather, need for more in-depth discussion, adjustments for group activities, etc. The instructor will provide written notice to students of any changes to the syllabus.

Syllabus is continued on the next page.

Research paper rubrics

	Excellent (Exceeds Standards)	Good (Occasionally Exceeds)	Acceptable (Meets Standards)	Unacceptable (Below Standards)
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	There is consistent use of properly selected sources. More than the minimum number of required sources are used, the majority of which are from peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged	The majority of required sources include those of proper selection. More than the minimum number of sources are used, most of which are from peer-review journal articles or scholarly books. All web sites utilized are authoritative. The addition of more sources would strengthen the paper.	The minimum number of required sources are used, most of which are from peer-reviewed scholarship. The addition of more sources would strengthen the written discussion or add depth to the paper.	Fewer than the minimum number of required sources are used, the sources are not based in scholarship. Not all web sites utilized are credible, and/or sources are not current.

	as such if they are cited. All web sites utilized are authoritative.			
APA Format	The paper is free or nearly free of APA formatting errors.	The paper has few APA formatting errors.	There are no serious APA errors. APA format is inconsistent or incorrect.	The paper contains serious APA formatting errors. Examples: Reference errors, punctuation and capitalization errors, citation errors, verb problems: (verb tense, verb-subject-article agreement), pronoun errors (which, that, who, whom), format errors (incorrect line, letter, word spacing, pagination), non-professional writing/tone, lack of empirical evidence for points made

Syllabus quiz

1. APA formatting will not count towards the final grade for written assignments. True False
2. The midterm is scheduled on this date: _____.
3. The phone # for the Lewis and Clark Student Service office is: _____.
4. Readings for the week are to be completed after the lecture. True False
5. I can check out test instruments through the Lewis and Clark Counseling Psychology Department. Their address is: _____.
6. Students can work by themselves on the final project. True False
7. All of the supplemental readings can be accessed via the internet by clicking on the links provided in the syllabus. True False
8. The midterm will cover the following topics: history, ethics, psychometric properties of testing instruments, IQ, and _____ psychology.
9. Groups for the final project must be confirmed by the _____ week.
10. Students cannot miss more than _____ hours of this 2-credit course.
11. A total of _____ hours of class time will be provided for group work.
12. The grading rubrics for the written papers start on page _____ of this syllabus.
13. Researching a test instrument for the critique paper that is similar to the test instrument that the group is researching is a course requirement. True False
14. The midterm is an open-book exam. True False
15. Students report less anxiety about the new term and workload around the _____ week.
16. The use of test instruments does not have to be supervised by the faculty or supervisor. True False
17. This is THE longest syllabus I have seen in my life. True False