

Lewis & Clark
Graduate School of
Education and Counseling



**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
2.F.7: Assessment and Testing 5.C:CMHC							
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
2.F.7: Assessment and Testing 5.C:CMHC							
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

MHC 541 - Introduction to Assessment Summer 2017

Instructor: Tyler Case QMHP MA CADC II
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Office Hours: Please arrange in advance by email

Catalog Description:

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.

Required Text:

Neukrug, E. S. & Fawcett, R. C. (2015). *The Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists –3rd Edition*. 2015. Stamford. Cengage Learning.

Course Expectations:

CPSY Departmental Attendance Policy

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 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 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.

Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes on time unless an illness or emergency occurs. All other absences should be discussed with the instructor **in advance**. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, **and** an article review on a topic related to the missed class with a two-page written review and reflection.

PLEASE NOTE (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

Course Requirements:

1. Attend and participate in class. Attendance is mandatory. (See Course Expectations)
2. Complete weekly readings prior to class meetings
3. Mid-Term exam (25% of grade)
4. Final exam (25% of grade)
5. Test Review (35% of grade)

A written review of one assessment of your choice written in APA format. You can obtain the test from the counseling psychology office (there are several tests on reserve), or from some other source. The review in the Mental Measurements Yearbook (a reference book in the library--Buros, ed. or on-line), can be very helpful, but should not be used as the sole source. The reviews in the text should be helpful.

- I. Identifying information (type of test, population group, type of information yielded, how it is administered and scored, publisher)
- II. What and for whom is this test intended?
- III. Summarize evidence regarding reliability and validity and evaluate each.
- IV. If there is a manual, how well does it portray the uses and limits of this test given the evidence in III? If there is no manual, how readily available was this information presented by the author of the test, or other authors' review of the test?
- V. How helpful is the manual to you as a test user?
- VI. How are issues related to minorities and special populations handled?
- VII. Your evaluation:
 - a. Based on the information presented, for what purposes and with which clients would you consider this test to be useful? For what purposes and with what clients would you **not** consider it useful?
 - b. What other kinds of information would you want to combine with test results to help you or your client make decisions resulting from an assessment?
 - c. What issues must you attend to carefully to present the test results accurately, i.e., not over- or under-interpret their significance?

This review should be no more than 10 double-spaced typed pages.

Due: 7/10/17

6. In-class group project (15% of grade)

Conduct an evaluation of a fictional character from a pre-existing source that addresses the following:

- Assessment questions (what questions come up given the character's presentation?)
- Assessment strategies (given the specific personality traits of this character, what strategies are needed to ensure valid and reliable results?)
- Assessment devices (you are encouraged to respond to psychological tests as if you were the character)
- Your interpretation of the results
- How you will present the results to your character

There will be five groups of four students each, and you will present your findings to the class towards the end of the semester (30-40 minute presentation). Assume that you have three hours with your character, so do not go overboard with testing. You are encouraged to be creative and fun with this activity, but approach the conclusions with seriousness, using the data you have. For your presentation, you may choose to role-play the administering and/or presentation of the results to your character. If you have trouble agreeing on a character, I can provide you with one.

Weekly Readings and Agenda*

Date	Topic	Assigned Reading/CACREP requirement
5/8	Introductions, Class Overview, Syllabus	Course Syllabus
5/15	History of Assessment, Assessment Process, Ethics, Cultural Considerations Group formation	Chapters 1-2 ACA Code of Ethics; Section E, (CACREP 7a, 7f, C1e)
5/22	Diagnosis, Assessment Reporting, Structured Interviews <i>Practicum Assessment</i>	Chapters 3-4 (CACREP 7b, 7e, 7i)
5/29	Memorial Day, NO CLASS	
6/5	Semi-Structured Interviews Test-Worthiness, Mid-Term Review <i>BDI-II</i>	Chapters 4-5 (CACREP 7h)
6/12	MID-TERM Exam Groups Meet	
6/19	IQ, Aptitude, Achievement Tests <i>Assessment TBD by class</i>	Chapters 6-7 (CACREP 7g)
6/26	Intelligence Testing, Career Assessment <i>Strong-Interest Inventory, O*NET</i>	Chapter 9-10 (CACREP 7i)
7/3	NO CLASS	
7/10	Personality Assessments, Projective Testing DUE: Test Review <i>Thematic Apperception Test</i> Groups Meet	Chapter 11 (CACREP 7c, 7k)
7/17	Informal Assessment Strategies Giving Feedback to Clients <i>Assessment TBD by class</i> Groups Meet	Chapter 12 (CACREP 7j, 8d)
7/24	DUE: Final Exam Group Presentations	

***Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class.**