

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
- 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
- 8d. development of outcome measures for counseling programs

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

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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other: Online Class	X

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							
PO 9.6 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%	Cumulative score below 70%	MHC 541: Midterm and Final exam scores	Assessment Chair Review/Referral to BRC or ARC
Goal 7 of 7							
PO 9.7 Students understand social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.	Practicum year	90-100% Assignment Score	80-89% Assignment Score	70-79% Assignment Score	Below 70% Assignment Score	MHC 541: Test Review & Evaluation	Assessment Chair Review/Referral to BRC or ARC

Syllabus of MHC 541 Introduction to Assessment Spring 2018

Instructor: Dr. Leigh Anne Scherer

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Office Hours: Please arrange in advance

Catalog Description/Content:

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 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.

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 and be prepared to discuss key concepts in class**
- 3. Mid-Term exam (25% of grade) – 2/12/18**
- 4. Final exam (25% of grade) – Take home 3/12/18 due back 3/19/18**
- 5. Test Review and Evaluation (35% of grade) – Rough draft 3/5/18 final due 3/12/18**
 - a. A written review and evaluation of one assessment of your choice. You can obtain a test from the counseling psychology office (there are several 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 solely. The reviews in the text should be helpful.
 - b. Components of the review:
 - 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?
 - c. Your evaluation must include:
 - i. On the basis of 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?
 - ii. 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?
 - iii. What issues must you attend to carefully in order to present the test results accurately, i.e., not over- or under-interpret their significance?
 - d. This review should be no more than 8 double-spaced typed pages and should

follow APA format.

6. Project/Presentation – group of 4 (15% of grade) presentation in class 3/19/18

- a. Conduct an evaluation of a fictitious character that addresses the following:
 - i. Assessment questions (what questions come up given the character's presentation?)
 - ii. Assessment strategies (given the specific personality traits of this character, what strategies are needed to ensure valid and reliable results?)
 - iii. Assessment devices (you are encouraged to respond to psychological tests as if you were the character)
 - iv. Your interpretation of the results
 - v. How you will present the results to your character
- b. You will present your findings to the class (20-30 minute presentation). Assume that you have three hours with your character, so do not go overboard with testing but remember the importance of using multiple measures in decision-making. 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.

Weekly Topics, Essential Questions, and Schedule

Date	Topics/Essential Questions	Reading Assignment and Homework Due this Class	Connection to Standards
1/8	<ul style="list-style-type: none"> • Introductions, Class Overview, Syllabus • Group formation for project • Ethical Considerations ⇒ What guidance is there for counselors related to evaluation and assessment?	<ul style="list-style-type: none"> • ACA Code of Ethics; Section E • Text Appendix A 	CACREP 7a
1/22 – Online – No Face to Face Meeting	Martin Luther King Day, NO CLASS <ul style="list-style-type: none"> • History of Assessment • Cultural Considerations • Legal and Professional Issues • <i>Groups Meet</i> ⇒ What does history teach us about the proper use of assessment? ⇒ How can I avoid legal, ethical, and/or professional issues when assessing clients?	<ul style="list-style-type: none"> • Chapters 1-2 • Appendix B & C 	CACREP 7a
1/29	<ul style="list-style-type: none"> • Test worthiness • Validity, Reliability, Practicality • Bias in assessment and evaluation ⇒ What makes a good assessment? ⇒ How do you know you can trust assessment results? ⇒ Do assessment results always mean the same thing for all people?	<ul style="list-style-type: none"> • Chapter 5 	CACREP 7h
2/5	<ul style="list-style-type: none"> • Statistical Concepts • Frequency Distributions • Standard Deviation • Norm Referenced versus Criterion Referenced ⇒ Why do I even need to know about statistics anyway?	<ul style="list-style-type: none"> • Chapters 6-7 	CACREP 7f, 7g
2/12	<ul style="list-style-type: none"> • Mid-Term Exam • <i>Groups Meet</i> ⇒ How am I doing so far?	Chapters 1, 2, 5-7	
2/19	<ul style="list-style-type: none"> • Diagnosis • Assessment Reporting ⇒ How does a specific diagnosis help me treat my client? ⇒ How are mental health disorders defined and classified?	<ul style="list-style-type: none"> • Chapters 3-4 	CACREP 7b, 7e

Date	Topics/Essential Questions	Reading Assignment and Homework Due this Class	Connection to Standards
2/26	<ul style="list-style-type: none"> • Educational Ability • Intelligence Testing ⇒ Why is education or academic learning assessed? ⇒ What is intelligence and how is it tested? 	<ul style="list-style-type: none"> • Chapter 8-9 	CACREP 7i
3/5	<ul style="list-style-type: none"> • Career Assessments • Objective versus Projective Personality Tests • Peer Review Process– Test Review & Evaluation • <i>Groups Meet</i> ⇒ Can an assessment help clients understand themselves and their interests? ⇒ What can personality tests tell us about a person? 	<ul style="list-style-type: none"> • Chapters 10-11 • Test Review & Evaluation Rough Draft 	CACREP 7c, 7k
3/12	<ul style="list-style-type: none"> • Informal Assessment Strategies/Observations • Giving Feedback to Clients • <i>Groups Meet</i> • Final Exam – Take Home ⇒ Does an assessment have to be formally constructed and validated in order to provide useful information? 	<ul style="list-style-type: none"> • Chapter 12 • Test Review & Evaluation Due 	CACREP 7j,
3/19	<ul style="list-style-type: none"> • Group Presentations • Course Evaluation 	<ul style="list-style-type: none"> • Final Exam Due 	CACREP C1.e, 7l, 8d

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