

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health**  
**Counseling – Specialization in Addictions**  
**MHC 541**  
**Introduction to Assessment**  
**Syllabus Cover Sheet**  
**(Updated 2.16.2017)**

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

## 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
<b>Goal 6 of 7</b>							
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
<b>Goal 7 of 7</b>							
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

### 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	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

**Introduction to Assessment**  
MHC 541 - 02  
Spring 2019

<b>Location</b>	<b>John R. Howard Hall, Room 202   5:30-8:30   1/9 – 3/13</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Eleanor Battison, M.S., LPC, LMHC, NCC</b>
<b>Faculty Contact</b>	<b><a href="mailto:ebattison@lclark.edu">ebattison@lclark.edu</a>   503-449-3906</b>
<b>Faculty Office</b>	<b>Office hours by appointment</b>

### 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.

*Additional readings and class materials will be posted on Moodle.*

## 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): *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

### **COURSE REQUIREMENTS**

1. Attend and participate in class. Attendance is mandatory. (See *Course Expectations*)
2. Complete weekly readings prior to class
3. Mid-Term exam (25% of grade)
4. Test Review (35% of grade)
5. In-class group project (15% of grade)
6. Final exam (take home) (25% of grade)

#### **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 sources. The Review in the Mental Measurements Yearbook (a reference book in the library--Buros, ed. or online), can be very helpful, but should not be used solely.

- 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:

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?
  
- 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?
  
- What issues must you attend to carefully in order 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 12 pt font typed pages.**

**In-class group project (15% of grade)**

Conduct an evaluation of a fictitious character 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.

## Weekly Readings and Agenda\*

Date	Topic	Assigned Reading/CACREP requirement
1/9	Introductions, Class Overview and Expectations, Syllabus, Introduction to Assessment	Course Syllabus
1/16	Introduction to Assessment cont. History of Assessment, Assessment Process, Ethics, Cultural Considerations  Research assessment by interest; Group formation <u>Mini Mental Status Exam</u>	Chapters 1-2, Chapter 3 pages 68-71 (MSE)  ACA Code of Ethics; Section E, (CACREP 7a, 7f, 7j, C1e)
1/23	Structured Interviews vs. semi-structured interviews Diagnosis <u>KSAD, MINI</u>	Chapters 3-4 (CACREP 7b, 7e, 7l)
1/30	Structured Interviews vs. semi-structured interviews cont. Assessment Reporting/writing Test-Worthiness, Selecting a test <u>Practicum Assessment, BDI-II</u>	Chapters 4, 5, 6 (CACREP 7h)
2/6	Intelligence Testing, Aptitude, Achievement Tests Interpreting test scores: <u>WISC/WIAT</u> , T-Scores <u>*Assessment TBD by class</u>	Chapters 7, Ch. 8 pages 165-170, Ch. 9 (CACREP 7f, 7g)
2/13	MID-TERM Exam Groups Meet	
2/20	Risk assessment Mandatory reporting and assessment Career Assessments <u>Practicum Risk Assessments, Strong-Interest Inventory</u>	Chapter 10 (CACREP 7c, 7i)
2/27	Personality Assessments, Projective Testing Groups Meet <u>Thematic Apperception Test, *Assessment TBD by class</u>	Chapter 11 (CACREP 7c, 7k)
3/6	Informal Assessment Strategies Giving Feedback to Clients Groups Meet  <u>*Assessment TBD by class</u> <b>DUE: Test Review</b>	Chapter 12 (CACREP 7j, 8d)
3/13	<b>DUE: Group Presentations</b> <b>Final exam (take home) due by midnight on 3/17</b>	

**\*Please Note: The weekly schedule is a guideline only and is subject to revision by the instructor based on the needs of the class. Please see Moodle for most up to date and accurate information.**