



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 522: DIAGNOSTIC APPRAISAL AND TESTING
SUMMER 2019, SPRING, 2020**

When: Weekly, 3-hour sessions (total 45 hours of class time)

Where: Room 220, Rogers Hall

Instructor: George A. Howard, PsyD

Office hours: By Appointment

Office location: TBD

E-Mail: ghoward@lclark.edu

Phone: TBD

Credits: 3

CATALOG DESCRIPTION

Educational and psychometric theories and approaches to appraisal and diagnosis, data and information-gathering methods, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. The ability to select, administer and interpret tests and inventories is developed.

COURSE DESCRIPTION

This course helps students develop an understanding of data gathering, interviewing, observation, record review, and direct assessment techniques and their roles in the counseling process. Course readings and learning activities help prepare students to competently and ethically use testing and assessment information from other mental health, medical, and educational sources. An emphasis is placed on teaching students to competently and ethically select, administer, and interpret appropriate assessment tools within their own future counseling practices. Course resources and activities provide students with additional resources to help them learn about, ally with, and effectively help their future counseling clients.

CAAHEP STUDENT LEARNING OUTCOMES

B - Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.

C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.

D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.

E-Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

J-Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

O-Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Competency areas

| Competency area | Description | Introduce or Reinforce | How assessed? |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------|
| j.S.4 | Demonstrate use of behavioral observations as indicators of mental disorders | I | In-class demo Final project |
| l.K.1 | Understand historical perspectives of assessment procedures in treatment | I | Exam |
| l.K.2 | Describe concepts of standardized and non-standardized testing and assessment throughout treatment process (intake, treatment planning, diagnoses, termination) | I | Class discussion Exam |
| l.K.3 | Demonstrate knowledge of rudimentary statistical concepts related to assessment and testing | I | Class discussion Exam |
| l.K.4 | Understand procedures for identifying/reporting suspected abuse | | Class discussion Exam |
| l.S.1 | Apply risk assessment strategies and tools (danger to self, others) | I | Class discussion Exam Project, final |
| l.S.2 | Display skills for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments | I | Project, final |

Required Books:

- Association, American Psychiatric, and American Psychiatric Association. DSM-5 Task Force. *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*. Arlington, VA: American Psychiatric Association, 2013.
- Urbina, Susana. *Essentials of Psychological Testing*. Hoboken, New Jersey: Wiley, 2014.

Article:

Granello, D. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development*, 88(3), 363-371.

NONDISCRIMINATION

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DISABILITY SERVICES STATEMENT

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.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

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.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class. All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

EVALUATION AND GRADING

| | |
|------------------------------------------|------------|
| Class Participation | 20 points |
| Paper on a Clinical Test/Assessment | 40 points |
| Exam | 40 points |
| Comprehensive Biopsychosocial Assessment | 100 points |

| | | |
|-------------|-------------|-------------|
| A = 94-100% | B = 83-87% | C = 73-77% |
| A- = 90-93% | B- = 80-82% | C- = 70-72% |
| B+ = 88-89% | C+ = 78-79% | |

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (20 points)

| Class participation | Possible points |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Attending all classes and being on time. Giving attention and actively listening to the instructor and/or other students. | 6 |
| Thoughtfully engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class. Coming to class prepared (having read the assignment for the day). | 5 |
| Participating in the in-class role plays until the required, minimum competency is demonstrated. | 4 |
| Providing examples to support/challenge the issues talked about in class. Commenting or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems or integrating the course content into practice. | 4 |
| Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required. | 1 |

2. A Paper on a Clinical Test/Assessment Topic (Due Week 12) (40 points)

A sampling of possible topics include screening for eating disorders, assessing ADHD, autism assessment, assessment of learning disabilities, assessing the impact of bias/discrimination in

assessment, assessing trauma informed care, assessing strengths/resilience, assessing outcomes, assessing stages of change, or specific testing instruments. You may come up with whatever topic interests you. However, the instructor must approve your topic to ensure its relevance to the objectives of the course. The paper itself or a synopsis will be shared with the class online.

Your paper and presentation will be graded on the following criteria:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Subject knowledge/mastery | 14 points |
| Explanation of information and ideas | 13 points |
| Style (logically organized, concise and precise, free of misspellings, no grammatical mistakes, no incomplete sentences, correct punctuation, no excessive jargon and clichés, etc.) | 13 points |

3. Exam (Due Last Day of Class) (40 points)

Will cover *all* course content, with emphasis on major themes/principles, assigned written materials, and lecture points that have been made more than once.

4. Comprehensive Biopsychosocial Assessment Assignment (Due Last Day of Class) (100 points)

Each student will complete a comprehensive mock assessment. This will give you some early practice in completing an assessment before doing clinical work. You will work in pairs, taking turns assessing your class partner as they role-play a case scenario. The case can be portrayed as any age, in any clinical setting, and manifest at least two diagnoses.

You will be graded on the following:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Style (logically organized, concise and precise, free of misspellings, no grammatical mistakes, no incomplete sentences, correct punctuation, no excessive jargon and clichés, etc.) Evidence of cultural awareness | 5 points |
| Identifying Data Chief Complaint(s) Presenting Problem(s) Clear Reasons/Justification for Care (as applicable) | 10 points |
| Past Psychiatric History Bio-Psycho-Social History | 20 points |
| Substance Abuse History/Assessment | 20 points |
| Behavioral Observations & Mental Status Examination | 5 points |
| Risk Assessment | 20 points |
| Strengths/Assets | 5 points |
| Diagnoses Justification for Diagnoses Summary/Formulation | 10 points |
| Recommendations | 5 points |

COURSE SCHEDULE (*Sequence of topics will likely change*)

| Class Date | Topic | Readings & Assignments Due |
|------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Intro to Assessment and Testing | |
| Week 2 | Intelligence & Ability Measurement/Assessment Diagnosing | |
| Week 3 | Risk Assessment & Documentation | Suicide Facts & Trends slideshow Suicide Risk Assessment & Documentation slideshow Granello, D. (2010). The process of suicide risk assessment: Twelve core principles. |
| Week 4 | Culturally Informed Assessment Clinical Interviewing | Culturally Diverse Patients slideshow Culturally Diverse Patients self-assessment Cultural Formulation Interview |
| Week 5 | Trauma Measurement/Assessment Abuse Screening & Reporting | Abuse Identification and Reporting slideshow |
| Week 6 | Personality, Career, & Forensic Measurement/Assessment | Essentials of Psychological Testing – Ch. 1 |
| Week 7 | Substance Abuse & Other Addictions Measurement/Assessment | Essentials of Psychological Testing – Ch. 2 |
| Week 8 | Case Conceptualization/Formulation | Essentials of Psychological Testing – Rapid Reference 3.2; Ch. 4, paragraphs 1-5 and Rapid Reference 4.7; Essentials of Psychological Testing – Ch. 5, paragraphs 1-4, Rapid Reference 5.6 |
| Week 9 | Psychopharmacological Medications Behavioral Observations & Mental Status Examination | Essentials of Psychological Testing – Ch. 7 |
| Week 10 | Testing & Measurement: Statistics Refresher Disorder-Specific Tests/Screens | |
| Week 11 | Writing Assessments Strengths, Assets, Resilience | Annotated Biopsychosocial Outline |
| Week 12 | Couples & Family Measurement/Assessment | Paper on a Clinical Test/Assessment Topic |
| Week 13 | Outcomes Measurement/Assessment | Feedback-Informed Treatment slideshow |
| Week 14 | Discuss Clinical Test/Assessment Topics Review for Exam | |
| Week 15 | Wrap up | Exam; Biopsychosocial Assessment Due Before 11:59PM |