

**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	
Individual Presentation	
DVD/Video Presentation	

Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	



#### **INSTRUCTOR**

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#### **REQUIRED TEXTS**

Neukrug, E. S., & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3<sup>rd</sup> ed). Cengage Learning.

Other course readings found on Moodle.

#### **COURSE 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.

#### **CPSY DEPARTMENT 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

### 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.

### ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

### EVALUATION

#### Mid-Term and Final Exams (2x50 points = 100 point total)

Exams will be administered twice in the semester that will cover the information in the course. The final exam is cumulative.

#### Classroom Discussion and Participation (20 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

#### Test Review: (100 points)

You will provide 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 such. The review in the **Mental Measurements Yearbook** (a reference book in the library—Buros Center for Testing, ed. Mental Measurements Yearbook with Tests in Print on-line via Watzek Library), can be very helpful, but should not be used solely. The reviews in the text should be helpful. *Your Test Review should be no more than 10 double-spaced typed pages.*

- 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. If there is a manual how well does it portray the uses and limits of this test given the evidence in III?
- IV. 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. <u>Your evaluation:</u> 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?
<b>SUMMARY OF POINTS</b>
Mid-Term Exam <b>50 points</b>
Final Exam <b>50 points</b>
Classroom Attendance <b>20 points</b>
<u>Term Paper</u> <b>100 points</b>
<b>TOTAL</b> <b>220 points</b>
<b>COURSE GRADING SCALE</b>
95-100% = A
90-94% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
≤ 69% = F

<b>CLASS STRUCTURE AND SCHEDULE</b>			
<b>Date</b>	<b>CACREP Standards</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
1/15		<b>1. Introduction to the Course</b>	
1/22	7a, 7f, , 7m, C1e	<b>2. History of Assessment, Assessment Process, Ethics, and Cultural Considerations</b>	<i>Chapters 1-2</i>
1/29	7b, 7j, 7k, 8d	<b>3. Intake Interviews, Structured Interviews, and Assessment Report Writing</b>	<i>Chapters 4&amp;12</i>

2/5	7c, 7d, 7k	<b>4. Risk Assessment</b>	
2/12	7b, 7e, 7l	<b>5. Diagnostic Assessment</b>	<i>Chapters 3</i>
2/19	7f, 7g, 7h	<b>6. Test Construction &amp; Test Statistics</b>	<i>Chapter 5 &amp; 8 Due: Mid-Term Exam</i>
2/26	7g, 7l	<b>7. Intelligence, Cognitive, and Neuropsychological Assessments</b>	<i>Chapters 6-7</i>
3/4	7i	<b>8. Career Assessment</b>	<i>Chapter 10</i>
3/11	7c, 7k, 7l	<b>9. Personality &amp; Projective Assessments</b>	<i>Chapter 11 Due: Test Review</i>
3/18	7j, 8d	<b>10. Client Informed Feedback &amp; Providing Feedback to Clients (&amp; Other Topics)</b>	<i>Due: Final Exam</i>

\*The schedule presented here is a guideline and is subject to revision by the instructor at his discretion.