

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Course Title:** Assessment

**Course Number:** COUN 5253

**Semester Credits:** 3

**Professor:** Dr. Tara Fox **Semester:** Summer II 2020 5 Weeks

**Office:** BH 325 **Class Room:** Online

**E-mail:** tara.fox@msutexas.edu **Class Format:** Online

**Work phone:** (940) 397-4313 **Cell phone:** 469-338-7534 **Office Hours:** M.-Th., 9am-12pm

**In this Syllabi you will find:**

* Content areas
* Knowledge and skills outcomes
* Methods of instruction
* Required text or reading
* Student performance evaluation criteria and procedures
* A disability accommodation policy and procedure statement

**The MSU Clinical Mental Health and School Counseling programs require at least a B average. C’s are unacceptable, and more than 2 C’s will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

I. **COURSE DESCRIPTION**

Principles, concepts, and procedures of systematic assessment of client characteristics and needs. Includes test construction and interpretation based on statistical methods. Also includes integrating instrument data and clinical information.

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Prerequisites: Admission to counseling program or permission of the counseling program coordinator.

**II. COURSE RATIONALE**

Counselors choose, administer standardized instruments to measure the various aspects of clients’ personalities. An understanding of measurement theory and clinical application of test results is needed to diagnose clients and to choose appropriate treatment interventions. Communicating assessment results to clients so they can understand and benefit from the information is also vital.

**III. REQUIRED TEXTBOOK**

Neukrug, Edward S. and Fawcett, R. Charles. *The Essentials of Testing and Assessment:*

*A Practical Guide to Counselors, Social Workers, and Psychologists 3rd Edition. 2015.*

Research Guides: APA @ Sullivan University: Home. (n.d.). Retrieved from <https://libguides.sullivan.edu/c.php?g=2070&p=6586>

**IV. COURSE OBJECTIVES**

**Knowledge and Skill Learning Outcomes: CACREP Standards**

Upon successful completion of this course, students will learn:

**Common Core:**

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP CORE, F, 7, a).
2. Methods of effectively preparing for and conducting initial assessment

meetings (CACREP CORE, F, 7, c).

1. Procedures for identifying trauma and abuse and for reporting abuse (CACREP CORE, F, 7, d) .
2. Use of assessments for diagnostic and intervention planning purposes (CACREP CORE, F, 7, e).
3. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments (CACREP CORE, F, 7, f).
4. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP CORE, F, 7, g).
5. Reliability and validity in the use of assessments (CACREP CORE, F, 7, h).
6. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP CORE, F, 7, i).
7. Use of environmental assessments and systematic behavioral observations (CACREP CORE, F, 7, j).
8. Use of symptom checklists, and personality and psychological testing (CACREP CORE, F, 7, k).
9. Use of assessment results to diagnose developmental behavioral, and

mental disorders (CACREP CORE, F, 7, l).

**Clinical Mental Health Counseling:**

1. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).
2. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC, A, 9).
3. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).
4. Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).
5. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).
6. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC, C, 8).
7. Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).
8. Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC, G, 3).
9. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).
10. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).
11. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

**School Counseling:**

1. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

**Learning Objectives**

1. Learn the meaning and purpose of assessment, sources of information about assessment instruments, and the history of assessment.
2. Learn how to use assessment ethically, legally, and with diverse populations.
3. Learn about both standardized and non-standardized assessment techniques.
4. Learn the basic statistical concepts necessary during the assessment process.
5. Learn the technical qualities of measure including reliability, validity, and norm groups or samples.
6. Learn how to measure for specific purposes including: intelligence and scholastic ability tests, aptitude tests, achievement tests, career and employment assessments, personality assessments, and clinical assessments.
7. **COURSE EXPECTATIONS**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary.

**Examples of academic dishonesty include, but are not limited to:**

* Submission of an assignment as the student's original work that is entirely or partly the work of another person.
* Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
* Observing or assisting another student's work.
* Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend ***every*** session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%** for each **day** turned in late, and no other assignments will be accepted after the due date. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

1. **SEMESTER COURSE OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Class Dates** | **Class Topics** | **Assignments/Reading** |
| 1. **Week of Monday July 6th 2020 – Sunday July 12th 2020** | * Class Introductions * Syllabus Review * Class Instructions * History of Testing and Assessment * Ethical, Legal, and Professional Issues in Assessment * Diagnosis in the Assessment Process * The Assessment Report Process | * **Read** Section I Pages 3-79 * **Do Discussion Board Post** * **Go through syllabus and plan out the next 5 weeks, you may work ahead and turn in assignments early.** |
| 1. **Week of Monday July 13th 2020 – Sunday July 19th 2020** | * Test Worthiness: Validity, Reliability, Cross Cultural Fairness * Statistical Concepts: Raw Scores * Statistical Concepts: New Scores to Interpret Test Data * **Instrument Critique Project Appendix C** | * **Read** Section II Pages 81-149 * **Do Discussion Board Post** * **Turn in Instrument Critique Project Appendix C** |
| 1. **Week of Monday July 20th 2020 – Sunday July 26th 2020** | * Assessment of Educational Ability * Intellectual and Cognitive Functioning Assessments * Career and Occupational Assessments * Clinical Assessments: Object and Personality Tests * Informal Assessments * **Personality Assessment Critique Appendix B** | * **Read** Section III Pages 151-305 * **Do Discussion Board Post** * **Turn in Personality Assessment Critique Appendix B** |
|  |  |  |
| 1. **Week of Monday July 27th 2020 – Sunday August 2nd 2020** | * Sections I, II, and III Readings * **Utilizing Assessments Diagnosing Appendix D** | * **Review** Readings * **Do Discussion Board Post** * **Turn in Utilizing Assessments Diagnosing Appendix D** * **Study for Final** |
| 1. **Week of Monday August 3rd 2020 – Sunday August 9th 20202** | * Section I, II, and III Readings * **Final Exam Appendix E** * **Final Reflection or MMPI/PAI Assessment Appendix F** | * **Review** Readings * **Study** for Final * **Complete Final Exam Appendix E** * **Turn in Final Reflection or MMPI/PAI Assessment Appendix F** |

**VII. EVALUATION AND ASSIGNMENTS**

**\*\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

**Online Assignments and Comments: (10 pts.)** Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person’s thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted. **(See Appendix A)**

**Personality Assessment Critique**: **(10 pts.)** Students will select a personality assessment to write a critique on. Examples of personality assessments to be used: Myers-Briggs Type Indicator (MBTI), Disc Assessment, The Enneagram, 16 Personalities, Goleman’s EQ Test, etc. If you have any questions about whether or not a personality test is appropriate please email me with a link to the test and I will let you know if it’s appropriate for this assignment. Students will write a 5 to 10-page reflection paper highlighting the personality test and generate a discussion on how utilizing such a test might benefit a counselor working with clients or in the clinical mental health field. This paper at a minimum should consist of seven pages including the cover page, and reference page. This paper must be written in APA format with appropriate grammar. On the final page of the personality assessment critique, include a written critique summarizing your personal reactions to your topic of choice. **(See Appendix B)**

**Instrument Critique Project: (30 pts.)** Locating an appropriate instrument is an important part of the assessment process. Students will submit a written research paper reviewing one test designed to measure a construct, academic development, intelligence, social development, types of psychological diagnoses, career discernment, substance use disorder screening, process addiction screening, values inventory, skills inventory, interest inventory, or career readiness. The instrument you chose must be approved by me. The instrument reviewed should pertain to your specific training emphasis, clinical mental health counseling. Be sure to appropriately cite sources according to APA style and to include quotation marks for direct quotes. This assignment should be no shorter than 10 pages in length with cover sheet and references page not included in the 10-page count. **Meaning, counting your cover page and reference page your paper should at least be 12 pages long**. **(See Appendix C)**

**Utilizing Assessments Diagnosing: (10 pts.)** Students will utilize an attached PDF provided by the professor containing fictitious clients to diagnose and the diagnosis evaluations to utilize. Students will write a brief 3 to 5-page paper covering all 4 clients (Ryan, Karen, George, and Sandy). **This means that the minimum page requirement is five pages including the cover page and reference page**. Students will list the ICD 10 and DSM 5 codes for the specific clients as well as provide a reflection on assessing that client, reactions, challenges, or questions. Your paper should still feature correct APA formatting as well as appropriate grammar. **(See Appendix D)**

**Final Exam (30 pts.):** There will be a final examination and it will cover each and every chapter in the textbook. **(See Appendix E)**

**Final Reflection (10 pts.):** Students will write a final paper, due at the end of the semester, reflecting on their reaction to the class and a brief summary of the assigned course text, what they have learned, and how they will utilize that knowledge moving forward. **(See Appendix F)**

**Or**

**MMPI/PAI Assessment (10 Pts.):** Students will use their textbook, Neukrug and Fawcett – The Essentials of Testing and Assessment page 249-255, for this assignment. Students will be able to choose between four “clients”. Each client has their own document, where it features a plotted MMPI/PAI graph for that client. The students job is to fill out a document for this client to identify the peaks, and lows for the client by looking at the plot lines of the graph. Students must identify the critical items listed on the document for their client. Students will be asked to write a brief summary about what is going on with the client and their current condition based off of the plot lines from the graph. Students may elaborate a little as limited information may be given, and can guess as to what might be going on with the client. Students are encouraged to write about possible ICD 10/DSM 5 diagnoses as well. Students will be asked to also write about how they would interpret the results and communicate them to the client. Students can write about what they would say to client, any questions, or concerns they might have about the assessment. Students will want to write about a reflection on the assessment and the client within this section as well. This assignment does not have a page minimum as long as you meet the grading rubric requirements. Documents must be written academically, with appropriate grammar. I realize that this is not a traditional assignment, so APA formatting is not necessary. **(See Appendix F)**

1. Online Assignments and Comments 10
2. Personality Assessment Critique 10
3. Instrument Critique Project 30
4. Utilizing Assessments Diagnosing 10
5. Final Exam 30
6. Final Reflection or MMPI/PAI Assessment 10

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Total Points 100

**Grade Classifications:**

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

#### VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.

- Being attentive and participative in class and online.

- Not using cell phones and text messaging during class.

- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.

- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

**IX. STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University’s policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  [Campus Carry](https://mwsu.edu/campus-carry). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

**X. RESOURCES**

**EXTRA READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental

disorders (5th ed.).

**EXTRA WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>  
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>  
American Psychological Association (n.d.). Retrieved from <https://www.apa.org>

**XI. APPENDENCIES**

**Appendix A**

1. **Online Assignments and Comments (10 pts.)**

**CACREP Standards Addressed:**

Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP CORE, 7, a).

Methods of effectively preparing for and conducting initial assessment meetings (CACREP CORE, 7, b).

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP CORE, 7, c).

Procedures for identifying trauma and abuse and for reporting abuse (CACREP CORE, 7, d).

Use of assessments for diagnostic and intervention planning purposes (CACREP CORE, 7, e).

Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments (CACREP CORE, 7, f).

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP CORE, 7, g).

Reliability and validity in the use of assessments (CACREP CORE, 7, h)

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP CORE, 7, i).

Use of environmental assessments and systematic behavioral observations (CACREP CORE, 7, j).

Use of symptom checklists, and personality and psychological testing (CACREP CORE, 7, k).

Use of assessment results to diagnose developmental behavioral, and mental disorders (CACREP CORE, 7, l).

Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).

Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC, A, 9).

Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).

Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).

Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).

Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC, C, 8).

Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).

Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC, G, 3).

Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).

Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

Students will receive participation points each week that goes into their final grade.

**Rubric of Online Assignments and Comments (Possible 10 Pts.)**

***Points Earned Week Comments***

**\_\_\_\_\_\_\_\_\_\_ Week 1 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 2 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 3 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 4 (2pt)**

**\_\_\_\_\_\_\_\_\_\_ Week 5 (2pt)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points Earned \_\_\_\_ / 10 points**

**Appendix B**

1. **Personality Assessment Critique (10 pts.)**

**CACREP Standards Addressed:**

Use of assessments for diagnostic and intervention planning purposes (CACREP, 7, e).

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP, 7, i).

Use of symptom checklists, and personality and psychological testing (CACREP, 7, k).

**Rubric of Personality Assessment Critique (Possible 10 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | 2 | 1 | 0 |
| Identification and background of the personality assessment chosen | Identified the assessment and had an in-depth summary of the background of the assessment with sources | Identified assessment, brief summary | Brief and Poorly Written |
| Explanation of the Personality Assessment, How it’s utilized, how you would utilize it | In-depth description of how to utilize the assessment, benefits, challenges, how you would personally utilize it to benefit clients | Brief description, lacking substance, not thorough | Brief and Poorly Written |
| Grounded in the counseling literature, cite sources on using assessments in counseling. | More than 4 applicable citations from the text or literature | 2-3 Applicable citations from text or literature. | None |
| One-page summary of personal opinion to the personality assessment | Thoughtful, though provoking, depth. | Not thoughtful | Less than one page and very little depth. |
| Grammar and APA  Reference and Title Page | Grammatically correct, APA style standards, and correct formatting on references and title page. | Some grammatical errors, lacking correctness of reference or title page. | Grammatical errors and no reference or title page |
| **Total Points Awarded** |  | **Out of** | **10** |

**Appendix C**

**Instrument Critique Project (30 pts.)**

**CACREP Standards Addressed:**

Methods of effectively preparing for and conducting initial assessment meetings (CACREP, 7, b).

Procedures for identifying trauma and abuse and for reporting abuse (CACREP, 7, d).

Use of assessments for diagnostic and intervention planning purposes (CACREP, 7, e).

Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments (CACREP, 7, f).

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP, 7, g).

Reliability and validity in the use of assessments (CACREP, 7, h)

Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).

Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).

Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).

Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).

Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).

Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).

Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

**Please include the following information when writing your Instrument Critique Project:**

The assessment review should be reported in the following outline form:

1. Test name

2. Test author

3. Publication

4. Publisher

5. Date of initial publication and most recent revision

6. Current total cost of examination or Individual costs of examination (booklets, answer sheets, manuals, etc.)

7. Test description - Item types, Available forms, Age groups

8. Test/scale development - Development history, Version changes

9. Test use - Purpose of test, Target population and groups for which the test is not applicable

10. Administration details - Time required, Training required, Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.), Special materials needed, Other administrative details

11. Scoring procedures

12. Normative data - Initial norming group, Subsequent norming groups

13. Reliability - Test-retest, Alternate forms, Internal consistency, Your own comments on reliability

14. Validity - Content, Concurrent, Predictive, and/or Construct Validity, Your own comments on validity

15. General evaluation - Special merits and strengths of the test, Criticisms and limitations of the test, Your own recommendation – do you think you would use this test in your future work? Why or why not? This can be written using “I think” statements.

16. References

**Instrument Critique Project Evaluation Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment Component** | **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | **Pts** |
| Identify the Assessment | Little understanding of the Assessment | Some understanding of the Assessment | Basic understanding of the Assessment | Good understanding of the Assessment | In-depth understanding of the Assessment |  |
| Development and history of assessment chosen | Identifies some history; No examples; Unable to show relevance | Identifies some history; examples do not apply or show relevance | Identifies history in-depths; examples apply or show relevance | Identifies history in-depth; Relevance examples, and examples from readings and discussions | Identifies history in-depth; relevant examples, class readings, and discussions all well written |  |
| Utilizing the assessment | Unable to identify how to use the assessment | Has difficulty identifying how to use the assessment | Identifies how to use the assessment | Identifies how to use the assessment with concrete examples | Identifies how to use the assessment with examples from reading and class discussions and research |  |
| How valid and reliable is the assessment | Unable to describe or analyze how valid and reliable is the assessment | Describes and analyzes only one way to determine how valid and reliable is the assessment | Describes and analyzes two ways to determine how valid and reliable is the assessment | Describes and analyzes at least three ways to determine how valid and reliable is the assessment | Describes and analyzes at least three ways to determine validity and reliability in a well thought out way |  |
| General evaluation and personal opinion of the assessment chosen | Has difficulty evaluating the assessment | Has minor difficulty evaluating the assessment | Evaluates and discusses how to implement the assessment | Evaluates and discusses how to implement the assessment, provide rationale for opinion | Evaluates and discusses how to implement the assessment, provide rationale for opinion using the research, class readings, and discussions |  |
| APA Formatting | Shows no knowledge of APA formatting | Student jumps around in formatting and content | Cohesive paper in mostly APA formatting | Succinct and Cohesive paper, mostly in APA formatting | Demonstrates strong knowledge, well throughout ideas, succinct, cohesive, and in APA formatting. |  |

**Appendix D**

**Utilizing Assessments Diagnosing (10 pts.)**

**CACREP Standards Addressed:**

Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP, 7, a).

Methods of effectively preparing for and conducting initial assessment meetings (CACREP, 7, b).

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP, 7, c).

Procedures for identifying trauma and abuse and for reporting abuse (CACREP, 7, d).

Use of assessments for diagnostic and intervention planning purposes (CACREP, 7, e).

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP, 7, i).

Use of environmental assessments and systematic behavioral observations (CACREP, 7, j).

Use of symptom checklists, and personality and psychological testing (CACREP, 7, k).

Use of assessment results to diagnose developmental behavioral, and mental disorders (CACREP, 7, l).

Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).

Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC, A, 9).

Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).

Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).

Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).

Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC, C, 8).

Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).

Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC, G, 3).

Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).

Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

**Rubric of Utilizing Assessments Diagnosing (Possible 10 Pts.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | 2 Above Average | 1 Acceptable | 0 Not Acceptable |
| Karen | Accurately diagnosed with correct ICD 10 and DSM 5 Codes and provided summary in reflection paper | Semi-accurately diagnosed with correct ICD 10 and DSM 5 Codes and wrote a few lines in reflection. | Not accurate or complete |
| Sandy | Accurately diagnosed with correct ICD 10 and DSM 5 Codes and provided summary in reflection paper | Semi-accurately diagnosed with correct ICD 10 and DSM 5 Codes and wrote a few lines in reflection. | Not accurate or complete |
| George | Accurately diagnosed with correct ICD 10 and DSM 5 Codes and provided summary in reflection paper | Semi-accurately diagnosed with correct ICD 10 and DSM 5 Codes and wrote a few lines in reflection. | Not accurate or complete |
| Ryan | Accurately diagnosed with correct ICD 10 and DSM 5 Codes and provided summary in reflection paper | Semi-accurately diagnosed with correct ICD 10 and DSM 5 Codes and wrote a few lines in reflection. | Not accurate or complete |
| Grammar and APA | Grammatically correct, APA style standards, and correct formatting. | Some grammatical errors, lacking correctness of reference or title page. | Grammatical errors and no reference or title page |
| **Total Points Awarded** |  | **Out of** | **10** |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Points Earned \_\_\_\_ / 10 points**

**Appendix E**

**Final Exam (30pts.)**

**CACREP Standards Addressed:**

Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP, 7, a).

Methods of effectively preparing for and conducting initial assessment meetings (CACREP, 7, b).

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP, 7, c).

Procedures for identifying trauma and abuse and for reporting abuse (CACREP, 7, d).

Use of assessments for diagnostic and intervention planning purposes (CACREP, 7, e).

Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments (CACREP, 7, f).

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP, 7, g).

Reliability and validity in the use of assessments (CACREP, 7, h)

Use of assessments relevant to academic/educational, career, personal, and social development (CACREP, 7, i).

Use of environmental assessments and systematic behavioral observations (CACREP, 7, j).

Use of symptom checklists, and personality and psychological testing (CACREP, 7, k).

Use of assessment results to diagnose developmental behavioral, and mental disorders (CACREP, 7, l).

Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).

Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC, A, 9).

Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).

Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).

Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).

Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC, C, 8).

Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).

Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC, G, 3).

Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).

Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

**Final Exam (30 pts.)**

Students will take a 30 question final exam worth 30 points (30%) of their grade. These Questions will cover all chapters within the textbook.

**Appendix F**

**Final Reflection (10 pts.)**

Students will write a final paper, due at the end of the semester, reflecting on their reaction to the class and a brief summary of the assigned course text, what they have learned, and how they will utilize that knowledge moving forward.

**Rubric of Final Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **2** | **1** | **0** |
| APA Formatting | Correct APA Formatting | Incorrect APA Formatting | None |
| Reflection of Class | Attitudes and Ideas Addressed | None | None |
| Summary of Textbook and Readings | Well thought out summary | Incomplete thoughts | None |
| Summary of what student has learned | Thoughtful, thought provoking, depth | Less than I page and very little depth | None |
| How student will utilize knowledge moving forward | Well written ideas | Not coherent or jumps around | None |
| **Total Points Awarded** |  | **Out of** | **10** |

**Or**

**MMPI/PAI Assessment (10 Pts.)**

Students complete template MMPI scales indicated by client description of symptoms. They then write how they would diagnose clients and write a brief summary on the client. Students will be asked to write about communicating results to clients.

**CACREP Standards for the assignment.**

Methods of effectively preparing for and conducting initial assessment meetings (CACREP, 7, b).

Procedures for identifying trauma and abuse and for reporting abuse (CACREP, 7, d).

Use of assessments for diagnostic and intervention planning purposes (CACREP, 7, e).

Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments (CACREP, 7, f).

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP, 7, g).

Reliability and validity in the use of assessments (CACREP, 7, h)

Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC, A, 6).

Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC, C, 2).

Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC, C, 5).

Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC, C, 7).

Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC, G, 1).

Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (CACREP CMHC, K, 1).

Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC, K, 2).

Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC, K, 5).

Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC, G, 1).

**Grading Rubric for MMPI/PAI Assessment (10 Pts)**

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **0**  **Not Acceptable** | **1**  **Acceptable** | **Pts** |
| Student turned in assignment on time. | Turned in incomplete or late. | Turned in on time and complete |  |
| Grammatically Correct | Partly Accurate | Accurate |  |
| Student was able to identify the peaks and lows correctly. | Partly Accurate | Accurate |  |
| Critical Item: 1 | Partly Accurate | Accurate |  |
| Critical Item: 2 | Partly Accurate | Accurate |  |
| Critical item: 3 | Not Accurate | Accurate |  |
| Documentation.  Students wrote brief summary on client and current condition. | Partly Complete or Accurate | Complete,  And a thorough, detailed brief summary. |  |
| **Points possible out of 10** |  | Total Points |  |

**I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.**