

5772 Testing & Assessment in Counseling

CATALOG DESCRIPTION: An overview of basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. Course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills.

Prerequisite: 5770 – Research in Counseling.

Instructor:

John F. Kennedy, M.A., LMFT, LPC-MHSP, NCC
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2010 (1/4 – 4/30)

Format: Blended (On-campus/online)

Day(s) Class Meets: Mondays

Time Class Meets: 1:00 P.M. – 4:00 P.M.

Office Location: Ijams Administration Building, Room 226

Office Hours: Mon/Thurs 8-11; Tues 8 -5 (please schedule appointments)

Office Phone: (901) 432-7715

Email: jkenned1@harding.edu

Website: <http://www.jfkepa.com>

Skype ID: jfk1465

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, Associate Dean, at (901) 761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC INTEGRITY: Harding University’s Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

I. COURSE DESCRIPTION

This course provides a foundational framework for understanding the historical perspective, nature, and meaning of assessment in counseling individuals, couples, and families. Students will explore basic concepts, ethical and legal issues, multicultural implications, statistical interpretation, and strategies for instrument selection, administration, and interpretation involved in testing and assessing individuals, couples, groups, and specific populations. Instructional methods include lectures, class discussion of readings, library research (printed and electronic), group projects, and experiential learning. The course includes a specific focus on assessment using the DSM-IV-TR.

II. COURSE OBJECTIVES

This course is designed to help students:

1. Demonstrate their ability to define and interpret basic data analysis concepts including measures of central tendency.
2. Be familiar with some of the tests in their fields.
3. Be familiar with the legal, professional, and ethical guidelines related to testing.
4. Be familiar with some of the current research findings related to appraisal of the individual and the interpretation of results to clients.
5. Understand the age, gender, ethnic, language, disability and cultural factors related to assessment and evaluation of individuals and groups.
6. Be familiar with the theoretical and historical bases for assessment techniques.
7. Explore the interaction of professional testing and assessment with Christian values/principles.
8. Gain competency in case management skills by writing clinical assessment reports and progress notes using the DSM-IV-TR.

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2009 Standards can be found at: <http://67.199.126.156/doc/2009%20Standards.pdf>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of individual and group approaches to assessment and evaluation by: (Fulfills CACREP common core curricular experiences 2009 Standards Section II G.7)
 - a. identifying and discussing the historical perspectives concerning the nature and meaning of assessment (**demonstrated by passing tests over assigned readings, powerpoints, and class discussions**);
 - b. discussing basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations (**demonstrated by passing tests over assigned readings, powerpoints, and class discussions**);
 - c. identifying statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations (**demonstrated by completion of literature review and passing tests over assigned readings, powerpoints, and class discussions**);

- d. discussing the concept of reliability, including theory of measurement error, models of reliability, and the use of reliability information, (demonstrated by completion of literature review and passing tests over assigned readings, powerpoints, and class discussions);
 - e. discussing the concept of validity, including evidence of validity, types of validity, and the relationship between reliability and validity (demonstrated by completion of literature review and passing tests over assigned readings, powerpoints, and class discussions);
 - f. identifying and discussing social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (demonstrated by completing assessment reports on video vignettes and passing tests over assigned readings, powerpoints, and class discussions) ;
 - g. identifying and implementing strategies for selecting, and interpreting assessment and evaluation instruments and techniques in counseling (demonstrated by completing assessment reports on video vignettes and passing tests over assigned readings, powerpoints, and class discussions);
2. Demonstrate an understanding of interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions (Fulfills CACREP 2009 Standards for Marital, Couple, and Family Counseling/Therapy Programs C.2) as demonstrated by completion of assessment reports on video vignettes.

IV. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation with off-campus students. Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements: Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE, and use of Moodle. You may be asked to participate in asynchronous and, synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your

HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

V. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. **Your professor should be notified in advance regarding any absence or missed deadline for an assignment.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class to help determine the participation portion of your grade. *Make copies of the form on page 12 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<ul style="list-style-type: none">• Demonstrates good preparation: knows readings well, has thought through implications of readings.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views, and respond professionally	A-level
<ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	B-level
<ul style="list-style-type: none">• Present, but not involved in discussions.	C-level

2. Midterm Exam

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the text readings and class lectures to date. *The midterm exam is worth 100 points and **will be given March 15, 2010.***

3. Literature review paper

A literature review is a paper in which the author examines research studies on a certain topic. Students will introduce readers to the importance of the topic, and proceed to summarize and synthesize the research before stating a conclusion. One of the main purposes of the literature review is to present published research in a manner that easily allows the reader to identify the relationship between the studies and the benefit of research in the topic.

As part of this course, you will prepare a literature review that demonstrates your competency in researching, reviewing, and synthesizing current literature on an assessment instrument to be determined with your instructor. You should address the reliability, validity, population, and appropriate use of the instrument. Your paper will review **six research studies published since 2000** on the instrument, along with a review of what Mental Measurements Yearbook and Tests in Print report on the instrument. The **body** of the paper should be **four pages or less**. This paper must follow APA 6th edition style and format, and it should have a cover page, abstract, body, and references. Students will submit electronic copies of the six research studies reviewed as an appendix to the literature review, or as a separate attachment(s). **The grading rubric for the assignment is included on page 15 of the syllabus.** *The paper is worth 150 points and is **due as a Word attachment via email to the instructor at jkenned1@harding.edu before noon, April 12, 2010.** The student will receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment.*

4. Ten Weekly Discussion Boards

Students will interact in monitored peer discussion via Moodle. The discussion board vignette or question will be posted in Moodle by Sunday, 8:00 pm each week. Initial student responses are due by midnight **Wednesday** each week. Students are then to post a response to a peer by midnight **Saturday** each week. In other words, all students will be required to **post twice** during each discussion week:

1. The first post is an answer to the instructor's initial discussion question or vignette.
2. The second is a response post to a peer's initial post. There is a **limit of three (3) students** allowed to reply to any one post. Please choose another if three (3) have already replied.

The discussion board forum begins the second week class meets. The content of each week's discussion board will vary; however, students will typically view a short video clip of a simulated client situation, or read a short vignette. Some vignettes will require students to prepare an assessment report using the SOAP form provided on page 16 of the syllabus. This will involve a 5-axis DSM-IV-TR diagnosis and creation of a treatment plan. Students will post their SOAP report by midnight Wednesday of the week of the Discussion Board. Students will then review all the SOAP reports posted by other students and choose one to which they will

post a response. Your task is to evaluate the SOAP report chosen and provide feedback on the strengths and growth opportunities you see. Your critique of your fellow student's SOAP report should be supported with scholarly research evidence. This means you will need to find peer reviewed sources as part of your response. Posts are limited to between 200 and 250 words and must cite at least two peer-reviewed scholarly sources.

Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue. Students are encouraged to post additional responses as desired to other students' postings or to a follow-up question/thought posed by the instructors. Students are expected to support their assertions via citation of readings, research, critical thinking skills, logic, and historical/psychological references, including the Bible. **APA reference format is required for citations in posts, and a reference list in APA format is required at the conclusion of each post.**

IMPORTANT: If any reference to current/past students/clients is made during Discussion Board postings, students must ensure that identities are always kept confidential.

Grading for the dialogue will be based on the rubric included on page 15 of the syllabus.
***Late or missing posts will result in a grade of zero for the week.** Three (3) or more late or missing posts during the semester will result in a zero on this portion of your grade.

5. Final exam

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, vignette, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 100 points and will be given April 26, 2010.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation		50 points
2. Midterm Exam	(Mar 15 th)	100 points
3. Literature review	(due by noon Apr 12 th)	150 points
4. 10 Weekly D.B. Posts	(beginning Jan 11 th)	100 points
5. Final exam	(Apr 26 th)	100 points

Total for course **100% 500 points**

VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

In addition, I am a Ph.D. candidate in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University. I may be required to provide video recordings of my teaching for supervision purposes, and/or report on my teaching experience. The recordings will be used to evaluate my teaching activities, not the activities of students. I may choose to make some recordings available as part of my electronic teaching portfolio. Please review and sign the informed consent document attached to this course syllabus on page 14. I will provide you with copy of the completed form prior to any videotaping.

VIII. TEXTS/MATERIALS

Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).



A. Required Texts/Readings:

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders-text revision* (4th ed.). Washington, DC: Author. ISBN: 978-0890420256

Hood, A., & Johnson R. (2007). *Assessment in counseling a guide to the use of psychological assessment procedures* (4th ed.). Alexandria, VA: American Counseling Association. ISBN: 978-1556202612



*** **ADDITIONAL ARTICLES ON RESERVE IN LIBRARY**

B. General Bibliography:

Aiken, L. & Groth-Marnat, G. (2006). *Psychological testing and assessment*. Boston: Allyn & Bacon.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

*****Must use 6th edition. Be sure to get the CORRECTED version!**

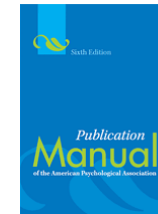
Read this before purchasing: <http://www.insidehighered.com/news/2009/10/13/apa>

Paperback (\$28.95) ISBN: 1-4338-0561-8

Hardcover (\$39.95) ISBN: 1-4338-0559-6

*Spiral (\$36.95) ISBN: 1-4338-0562-6 (spiral version recommended)

*Available at: <http://books.apa.org/books.cfm?id=4200068>



Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Antony, M. M., Orsillo, S. M., & Roemer, L. (Eds.) (2001). *Practitioner's guide to empirically based measures of anxiety*. New York, NY: Kluwer Academic/Plenum.

Beutler, L. E., & Groth-Marnat, G. (2003). *Integrative assessment of adult personality*. New York: The Guilford Press.

Chandler, C., Holden, J., & Kolander, C. (1992). Counseling for spiritual wellness: Theory and practice. *Journal of Counseling and Development*, 71(2), 168-175.

Cohen, R. (2005). *Exercises in psychological testing and assessment: An introduction to tests and measurements*. Boston: McGraw Hill.

Cohen, R., & Swerdlik, M. (2004). *Psychological testing and assessment: An introduction to tests and measurements*. New York: McGraw Hill.

- Corcoran, K., & Fischer, J. (2006). *Measures for clinical practice: A sourcebook*. New York: Free Press.
- Corey, G., Corey, M., & Callanan, P. (2006). *Issues and ethics in the helping professions*. Hoboken, NJ: Brooks/Cole.
- Derogatis, L. R. (1983). *SCL-90-R administration, scoring and procedures manual*. Towson, MD: Clinical Psychometric Research.
- Drummond, R. J., & Jones, K. D. (2006). *Assessment procedures for counselors and helping professionals* (6th ed.). Columbus, OH: Merrill Prentice Hall.
- Erford, B. (2006). *Counselor's guide to clinical, personality, and behavioral assessment*. Boston: Lahaska Press.
- Erford, B. (2007). *Assessment for counselors*. Boston: Lahaska Press.
- Goldman, L. (1992). Qualitative assessment: An approach for counselors. *Journal of Counseling & Development*, 70, 616-621.
- Gregory, R. (2007). *Psychological testing: History, principles, and applications*. Boston: Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Hoboken, N.J.: John Wiley & Sons.
- Harmon, L., Hansen, J., Borgen, F., & Hammer, A. (1994a). *Strong Interest Inventory: Answer sheet*. Palo Alto, CA: Consulting Psychologists Press.
- Harmon, L., Hansen, J., Borgen, F., & Hammer, A. (1994b). *Strong Interest Inventory: Applications and technical guide*. Palo Alto, CA: Consulting Psychologists Press.
- Hathaway, S., & McKinley, J. (1989). *MMPI-2 manual*. Minneapolis, MN: The University of Minnesota Press.
- Hays, P. A. (2001). *Addressing cultural complexities in practice: A framework for clinicians and counselors*. Washington, D.C.: American Psychological Association.
- Hill, P. C., & Hood, R. W. (Eds.) (1999). *Measures of religiosity*. Birmingham, AL: Religious Education Press.
- Hogan, T. P. (2007). *Psychological testing: An introduction*. Hoboken, NJ: Wiley & Sons.
- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed). Stamford, CT: Wadsworth.
- McCrae, R. R., & Costa, P. T. (2003). *Personality in adulthood: A five-factor theory perspective*. New York, NY: Guilford Press.

- Miller, G. (1994). *The substance abuse subtle screening inventory manual*. Bloomington, IN: SASSI Institute.
- Neukrug, E. S., & Fawcett, C. R. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Brooks/Cole.
- Nezu, A., Ronan, G., Meadows, E., & McClure, K. (Eds.) (2000). *Practitioner's guide to empirically based measures of depression*. NY: Kluwer Academic/Plenum.
- Ogles, B. M., Lambert, M. J., & Fields, S. A. (2002). *Essentials of outcome assessment (Essentials of mental health practice)*. NY: Wiley & Sons, Inc.
- Popham, J. 2001. *The truth about testing: An educator's call to action*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Silverlake, A. (1999). *Comprehending test materials: A guide and workbook*. Los Angeles: Pyrczak Publishing.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2003). *Clinical interviewing*. Hoboken, NJ: Wiley.
- Thorndike, R. M., & Lohman, D. F. 1990. *A century of ability testing*. Chicago: Riverside Publishing Co.
- Urbina, S. (2004). *Essentials of psychological testing*. Hoboken, N.J.: John Wiley & Sons.
- Whiston, S. C., (2005). *Principles and applications of assessment in counseling* (2nd ed.). Belmont, CA: Thompson Brooks/Cole.
- Wiggins, G. (1993). *Assessing student performance*. San Francisco: Josey-Bass.
- Wiggins, J. S. (2003). *Paradigms of personality assessment*. NY: Guilford Press.

Adolescents:

- Worden, M. (1991). *Adolescents and their families: An introduction to assessment and intervention*. NY: Routledge.

Children:

- McConaughy, S. (2005). *Clinical interviews for children and adolescents: Assessment to intervention*. NY: Guilford Press.
- Merrell, K. (2009). *Behavioral, social, and emotional assessment of children and adolescents*. (Kindle Edition). Athens, Greece: LEA Publishers.

Marriage and Family:

- Grotevant, H. (1989). *Family assessment: A guide to methods and measures*. NY: Guilford Press.
- Sperry, L. (2004). *Assessment of couples and families: Contemporary and cutting edge strategies*. NY: Routledge.

Thomlinson, B. (2007). *Family assessment handbook: An introduction and practical guide to family assessment*. Belmont, CA: Thomson Higher Education.

Multicultural and Cross-cultural:

Dana, R. H. (Ed.) (2000). *Handbook of cross-cultural and multicultural personality assessment*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Suzuki, L. A. & Ponterotto, J. G. (Eds.). (2008). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. San Francisco, CA: John Wiley & Sons.

Web Resources:

American College Testing	www.act.org
American Counseling Association Code of Ethics:	http://www.counseling.org
American School Counselor's Association	http://www.schoolcounselor.org/
APA Testing & Assessment	www.apa.org/science/testing.html
Buros Mental Measurements	www.unl.edu/buros/
Educational Testing Service	www.ets.org
Institute for Personality and Ability Testing	www.ipat.com
National Board of Certified Counselors:	www.nbcc.org
National Center for Fair and Open Testing	www.fairtest.org

IX. COURSE SCHEDULE (*subject to modification*)

Date	Topics/Assignments Due	Readings (due before class meeting)	Discussion Board
Jan 4 (1)	History of Testing & Assessment Introduction to the DSM-IV-TR	H&J: Chapters 1 & 2 DSM-IV: pp. 1-38	
Jan 11 (2)	Ethical Issues & Assessment of Minorities /Special Populations	H&J: Chapter 16 & 18 (Appendices A, B, C) DSM-IV: 345-428	
Jan 18 (3)	No classes – MLK Day	<i>Article:</i> DSM-IV: 429-484	DB #1 Ethics Case Study
Jan 25 (4)	Measurement Concepts & Test Interpretation	H&J: Chapter 3 DSM-IV: 685-744	DB #2 Case Study
Feb 1 (5)	Intelligence Testing	H&J: Chapter 5 DSM-IV: 39-134	DB #3 Case Study
Feb 8 (6)	Academic Aptitude/Achievement Testing	H&J: Chapter 6 DSM-IV: 191-296	DB #4 Case Study
Feb 15 (7)	Career and Life Planning Assessment	H&J: Chapters 7 & 8	DB #5 Cross-cultural Assessment Case Study
Feb 22 (8)	Career Testing & Assessment (cont.)	H&J: Chapter 9 & 10	DB #6 Ethical Case Study
Mar 1	No classes – Spring Break		
Mar 8	No classes – Study Week		
Mar 15 (9)	Midterm exam		
Mar 22 (10)	Personality Testing	H&J: Chapter 11 & 12 DSM-IV:	DB #7 Case Study
Mar 29 (11)	Assessment in Marriage & Family Therapy/Spiritual Assessment	H&J: Chapter 13 <i>Article:</i>	DB #8 Case Study
Apr 5 (12)	Mental Health Assessment: Interview Procedures	H&J: Chapter 14 DSM-IV:297-344	DB #9 Agency Case Study
Apr 12 (13)	Mental Health Assessment: Standardized Inventories Literature review due via email before noon CST	H&J: Chapter 15 DSM-IV: 583-684	DB #10 Cross-cultural Assessment Case Study
Apr 19 (14)	Assessment Report Writing / Communicating Test Results Review for Final Exam	H&J: Chapter 17 DSM-IV: 535-596	
Apr 26 (15)	Final exam		

Name _____

Date _____

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Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading. **Please turn in full-size page (do not cut).**

Hood & Johnson-Assessment in Counseling

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

****Estimated minutes spent on this reading assignment:** _____ **Number of pages read:** _____

DSM-IV-TR 4th ed.

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

****Estimated minutes spent on this reading assignment:** _____ **Number of pages read:** _____

Article(s): Authors/Titles

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

****Estimated minutes spent on this reading assignment:** _____ **Number of pages read:** _____



School of Psychology and Counseling

AUDIOVISUAL RECORDING CONSENT FORM

Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5772 Testing & Assessment in Counseling, agree to be videotaped by my instructor (John F. Kennedy), a Ph.D. Candidate in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me. I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy

Date

Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Progress Notes

Client: _____ Session #: _____

Date: _____

Therapist: _____

Subjective:

Objective:

Assessment:

Axis I _____

Axis II _____

Axis III _____

Axis IV _____

Axis IV GAF ____ (current)

Plan:

- _____
- _____
- _____
- _____
- _____

Therapist

Date