



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

**AT 522: DIAGNOSTIC APPRAISAL AND TESTING
SPRING 2020**

When: Monday, 1:00 pm – 4:15 pm Jan 6th, 2020 – Apr 20th, 2020

Where: Rogers Hall, Room 220

Instructor: Justin Rock, LPC

Office hours: Schedule

E-Mail: rock@lclark.edu

Phone: 503.310.6217

Credits: 3

CATALOG DESCRIPTION

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

COURSE DESCRIPTION

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

CAAHEP STUDENT LEARNING OUTCOMES

SLO-B	Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment
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	process for individuals, groups, and families.
SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-D	Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
SLO-O	Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

CAAHEP CONTENT AREAS

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

I.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	R	Presentation, Paper, Final Paper
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Required Books:

McHenry, B., MacCluskie, K. & McHenry, J. (2018). *Tests and Assessments in Counseling: A Case by Case Exploration*. Routledge. ISBN: 1138228702

Williams, L, Edwards, T., Patterson, J. & Chamow, L. (2011). *Essential Assessment Skills for Couple and Family Therapists*. Guilford Family Therapy Series.

Required Articles:

Bradford, K. (2010). Screening couples for intimate partner violence. *Journal of Family Psychotherapy*, 21(1), 76-82. DOI: 10.1080/08975351003618650.

Dowling, N.,Merkouris, S., Manning, V., Volberg, R., Lee, S., Stuart, J. Rodda, S, & Lubman, D. (2018). Screening for problem gambling within mental health services: A comparison of the classification accuracy of brief instruments. *Addiction*, 113(6), 1088-1104. DOI: 10.1111/add.14150.

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

Laux, J., DuFresne, R., Dari, T., & Juhnke, G. (2017). Substance use assessment instruments: 13 years later. *Journal of Addictions & Offender Counseling*, 38(2),115-124.

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the

Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

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

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

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

CELL PHONES

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

CLASS PREPARATION

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

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class.

EVALUATION AND GRADING

Class Participation	10 points
Group Presentation	40 points
Clinical Assessment Example	10 points
Biopsychosocial Assessment	40 points

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

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (10 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1

Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1
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2. In-Class Group Presentation (Due Weeks 13 or 14) (40 points)

You will work in small groups to develop a class presentation on screening, assessment and/or testing of a specific clinical population, problem or counseling related issue. Examples of topics include among many topics: screening for eating disorders, assessing gifted children, autism assessment, assessment of learning disabilities, assessing for racial/implicit bias, assessing the impact of discrimination, assessing trauma informed care, assessing resilience, and assessing stages of change. Your group will provide each member of the class with a handout that will serve as a “cheat sheet” of important points and resources related to your topic. The instructor must approve your group’s topic to ensure its relevance and applicability to clinical practice.

Your presentation will be graded on the following criteria:

Research and preparation	10 points
Organization and professional delivery	10 points
Relevance and accuracy of content	10 points
Usefulness of handout information, resources and references	10 points

3. Clinical Assessment Example (Due Week 10) (10 points)

Each student will share an example of an assessment tool used at their site. This needs to be a blank copy without client information. You will be responsible to show and explain the assessment tool in class.

4. Biopsychosocial Assessment Assignment (Due Last Day of Class) (40 points)

Each student will complete a comprehensive mock assessment. This will give you some early practice in completing an assessment before doing clinical work. You will be given a case scenario in class to use for the mock assessment. The assessment must include:

Presenting Problem(s) (including severity, length, relevant history, impact on living, impact on self, family, school/work, social, relevant contextual factors):

Risk Factors for Self and Important Others (self-harm, suicidality, intimate partner violence, potential violence toward others):

Substance Use for Self and Important Others (type, nature of use, consequences of use):

History of Trauma, Abuse, and/or Neglect for Self and Important Others (including

physical, relational, and/or sexual abuse):

Composition of Family/Household; Significant Others (e.g., names, ages, relationships, gender identity, cultural identities, vocations, etc.):

Relevant Family/Relational History and Social Support:

Sociocultural Contexts, Societal Power Dynamics and Cultural Considerations:

Previous Counseling or Therapy History (when, how long, for what, their experience):

Relevant Medical History (including medications and psychiatric services):

Relevant Legal History:

Diagnostic Impressions (e.g., DSM-5):

Clinical Impressions and Case Conceptualization (Use theoretical orientation to describe):

Initial Goals and Desired Outcomes (Client perspective on what they want from services):

Treatment Recommendations & Referrals Offered:

You will be graded on the following:

Completion of all required elements of the assessment	10 points
Thoroughness of the assessment	10 points
Relevance of what you included	10 points
Use of professional language and concepts	10 points

COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	Intro to Assessment and Testing	McHenry Text, Ch 1 Williams Text, Ch 1
Week 2	Measurement Concepts and Types of Measurements	McHenry Text, Ch 2 Williams Text, Ch 2
Week 3	Ethical and Cultural Considerations	McHenry Text, Ch 3 Williams Text, Ch 3

Week 4	Screening for Risk Intimate Partner Violence Suicidal Ideation Potential Harm to Others Substance Abuse Gambling Disorder	McHenry Text, Ch 11 Williams Text, Ch 4 Bradford, K. (2010). Screening couples for intimate partner violence. Dowling, N., et al, (2018). Screening for problem gambling within mental health services: A comparison of the classification accuracy of brief instruments. Granello, D. (2010). The process of suicide risk assessment: Twelve core principles. Laux, J., DuFresne, R., Dari, T., & Juhnke, G. (2017). Substance use assessment instruments: 13 years later.
Week 5	Mental Status Exam	McHenry Text, Ch 4 Williams Text, Ch 5
Week 6	Career Assessments and Personality Inventories	McHenry Text, Ch 5 & 10
Week 7	Assessment of Psychological Conditions	McHenry Text, Ch 8 Williams Text, Ch 6 & 8
Week 8	Intelligence Testing	McHenry Text, Ch 9
Week 9	Testing Children	McHenry Text, Ch 7 & 12 Williams Text, Ch 7
Week 10	Biopsychosocial Assessments	Clinical Assessment Example Due
Week 11	Biopsychosocial Assessments	Williams Text, Ch 13
Week 12	Family Assessment Measures	Williams Text, Ch 9-12
Week 13	Group Presentations on Testing & Assessment	Group Presentation Due
Week 14	Group Presentations on Testing & Assessment	Group Presentation Due
Week 15	Wrap up	Biopsychosocial Assessment Due

INITIAL ASSESSMENT

Client Name(s):

Birth Date(s):

Counselor(s)/Therapist(s):

Supervisor:

Date of First Appointment:
