

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health**  
**Counseling – Specialization in Addictions**  
**MHC 541**  
**Introduction to Assessment**  
**Syllabus Cover Sheet**  
**(Updated 2.16.2017)**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 7a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7e. use of assessments for diagnostic and intervention planning purposes
- 7f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- 7g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- 7h. reliability and validity in the use of assessments
- 7i. use of assessments relevant to academic/educational, career, personal, and social development
- 7j. use of environmental assessments and systematic behavioral observations
- 7k. use of symptom checklists, and personality and psychological testing
- 7l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- 8d. development of outcome measures for counseling programs

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C1e. psychological tests and assessments specific to clinical mental health counseling

## Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.** The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
<b>Goal 6 of 7</b>							
Students demonstrate an understanding of assessment and evaluation in mental health counseling	Practicum year	Cumulative score 90-100%	Cumulative score 80-89%	Cumulative score 70-79%		MHC 541: Introduction to Assessment Midterm and Final exam scores	Assessment Chair Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
<b>Goal 7 of 7</b>							
Students understand social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.	Practicum Year	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 541: Test Critique	Assessment Chair Review/Referral to BRC or ARC

### Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	

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

Lewis & Clark  
Graduate School of  
Education and Counseling



# MHC 541-01: Introduction to Assessment

Spring Semester, 2022

<b>Instructor:</b>	Jeffrey Christensen, Ph.D., LPC
<b>Class Day and Time:</b>	Wednesday 1:00-4:00pm (3 hour weekly; 10 weeks; 30 contact hours)
<b>Class Location:</b>	York 115 (when in-person resumes)
<b>Online:</b>	<a href="https://zoom.us/j/97549642622?pwd=WFhsMmx6MFh3ZDJSRFINeFNDTTNNUT09">https://zoom.us/j/97549642622?pwd=WFhsMmx6MFh3ZDJSRFINeFNDTTNNUT09</a>
<b>Office Location:</b>	Rogers 329
<b>Office Hours:</b>	By appointment
<b>Phone:</b>	503-768-6071
<b>Email (preferred):</b>	jchristensen@lclark.edu
<b>Prerequisites:</b>	MHC 503/MHCA 502; CPSY 506; MHC 513; CPSY 550; MHC 535/CPSY 538
<b>Credit:</b>	2 hour

## Required Text

Neukrug, E. S. & Fawcett, R. C. (2015). *The Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists –3rd Edition*. 2015. Stamford. Cengage Learning.

## Catalog Description

Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.

## Course Goals and Objectives (Also Refer to Cover Sheet)

1. Students will understand the basic tenets of structured and semi-structured interviews and how to conduct mental health assessments and inventories, likely seen in a community mental health

setting. These assessments include but are not limited to, intake assessments, mini-mental status exams, depression and anxiety inventories, and client satisfaction questionnaires.

2. Students will gain a basic understanding of statistical language to critically analyze assessments/inventories in terms of reliability and validity, and be able to differentiate overall test worthiness (cultural sensitivity & practicality).
3. Learn the ethics behind assessment and how to implement assessment measures to aid in diagnosis and treatment planning.

### **CPSY Department Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time 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.

### **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.

### **Assignments & Activities Scale**

#### **Attendance**

Attendance and general participation is expected. Coming to class ready to discuss topics, contribute to class discussions, and critically analyze assessments reviewed is expected. In addition, you will be administering several assessments that we review in class in small groups, to better familiarize yourself with the skills necessary for gathering information that can effectively guide treatment planning and diagnosis. Attendance is mandatory (see course expectations).

#### **\*Update for Spring 2022\***

#### **Technical requirements students need to be aware as we begin a new virtual semester.**

Tech Requirements: Because current LC restrictions won't allow in-person teaching until Feb. 7<sup>th</sup> (at the earliest) the main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will find additional readings and resources based off class

discussion. Log in to moodle.lclark.edu using your Lewis & Clark ID to access our class. Zoom will be used for synchronous class sessions at the scheduled time. I will email you a link for each of our classes. Be sure to check your email.

**Mid-term exam (25% of grade)**

A mid-term exam which consists of multiple choice, short-answer, and essay questions and will be administered on the 5<sup>th</sup> week of the semester.

**\*Update for Spring 2022\***

Currently, LC policy will only allow for online instruction until Feb. 7<sup>th</sup>. If classes must remain online past that time, then this will be a take-home exam which will only consist of essay questions. This will be an open book exam (okay to utilize textbook, notes, and powerpoint presentations), but you are expected to work on this exam alone.

**Final-exam (25% of grade)**

A take home final examination will be handed out on the 9<sup>th</sup> week of the semester and will be DUE beginning of class on the final week. It is okay to refer to the textbook and powerpoint presentations to finish this exam, but you are to work on this exam alone.

**Test Review (35% of grade)**

A written review of one assessment of your choice, that critically analyzes its test worthiness (validity, reliability, cultural sensitivity, practicality) written in APA format (7<sup>th</sup> edition). You will research and find an assessment online to review. You are expected to refer to a minimum of five peer-reviewed sources.

This review will include;

1. Identifying information (name of test, what test is trying to measure, intended population group, type of information yielded, how it is administered and scored, identify publisher if there is one).
2. What and for whom is this test intended? What are the current issues surrounding what's affecting this population (prevalence rates, demographic information, etc.).
3. Provide evidence for reliability and validity. Try to establish at least three different types of validity and evaluate each.
4. If there was a manual, how useful was it for you as a test user? How well does it portray the uses and limits of this test, given the evidence in 3? If there was no manual, how readily available was this information presented by the author, or other authors' review of the test?
5. How were issues related to marginalized populations discussed/handled? Is this a practical test to administer (e.g. cost, time, appropriate for intended client age or other demographics).
6. Your evaluation. Informed by the basis of the information presented from the multiple sources, is this a worthy test to use on clients? If this is a specialized assessment, would you consider it to be useful for those of that specialized population? For what purposes and with what clients would you consider this test not to be useful? What other kinds of information would you want to

combine with test results to help you or your client make decisions resulting from an assessment?  
Write this section as an informed expert (which you should be) and try to adhere to APA format  
(limit person-first language, and all conclusions have a source grounded in the literature).

**Group Presentation (15% of grade)**

A group of 4-5 students will conduct an evaluation of a fictitious character (from a movie, television show, book, etc.) that addresses the following:

- Assessment questions: Given the unique characteristics of this character, what questions come up given their presentation? What kind of assessments/target areas would be most useful for helping this character be successful in treatment?
- Assessment strategies: Taking the specific personality traits of this character into account, what strategies are needed to ensure valid and reliable results?
- Assessments and results: What are the specific tests your group decided to use to help this character. Why? Account for test worthiness areas. What do the results mean for this character and how might they contribute to their therapy?
- How you will present these results to your character, accounting for their specific personality traits.

Assume you have three hours with your character, so as not to go too overboard with testing. You are encouraged to be creative and have fun with this activity, but approach the conclusions with seriousness, using the data you have. For your presentation, a powerpoint covering these areas, with screenshots of the actual tests and/or questions answered by the character are recommended. You may role-play the test administration, or presenting the test results to your character instead. There will be five groups and presentations are expected to be around 30-40 minutes each. This will take place on the last day of the class.

**Course grading scale**

95-100% = A

90-94% = A-

87-89% = B+

84-86% = B

80-83% = B-

77-79% = C+

74-76% = C

70-73% = C-

≤69% = F



### Course Outline

This outline is designed to be our schedule for the Spring 2022 semester. Based off class discussion, additional readings may be assigned. If there is a change needed, it will be announced in class.

DATE	TOPIC(S)	ASSIGNMENT
1/12	Introductions, Class Overview, Syllabus	Course Syllabus
1/19	History of Assessment, Assessment Process, Ethics, Cultural Considerations, Intakes Group formation <i>LC Intake Assessment/Assessments via Tele-Health</i>	Chapters 1-2 ACA Code of Ethics; Section E, (CACREP 7a, 7f, C1e)
1/26	Diagnosis, Assessment Reporting, Structured Interviews <i>Mini-Mental Status Exam</i>	Chapters 3-4 (CACREP 7b, 7e, 7l)
2/2	Semi-Structured Interviews Test-Worthiness, Mid-Term Review <i>BDI-II</i>	Chapters 4-5 (CACREP 7h)
2/9	MID-TERM Exam Groups Meet	
2/16	IQ, Aptitude, Achievement Tests <i>Assessment critiques TBD by class</i>	Chapters 6-7 (CACREP 7g)
2/23	Intelligence Testing, Career Assessment <i>Strong-Interest Inventory, O*NET</i>	Chapter 9-10 (CACREP 7i)
3/2	Personality Assessments, Projective Testing DUE: Test Review <i>Thematic Apperception Test</i> Groups Meet	Chapter 11 (CACREP 7c, 7k)
3/9	Informal Assessment Strategies Giving Feedback to Clients <i>Assessment TBD by class</i> Groups Meet	Chapter 12 (CACREP 7j, 8d)
3/16	DUE: Final Exam Group Presentation	