
CHICAGO STATE UNIVERSITY

I. *Techniques of Assessment and Diagnosis (3 credits)* ***PSYCH 5730, Section 61 (Fall 2009)***

II. Instructor Paula M. Chrishon, Ph.D.
E-mail pmitch22@csu.edu (best way to reach me)
Office Phone (773) 995 – 2117
Office Hours/Location **Monday: 3:30 – 5:00; Tuesday: 4:00 – 5:00;**
Wednesday: 3:30 – 5:00/HWH 220
Course Time/Location Tuesday, 5:00 – 7:50 p.m., Harold Washington Hall, Room 308

III. Attendance Policy:

Two excused absences are allowed with *prior notification*. *More than two unexcused absences* will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites:

PSYC 5600 or 5610/5611 or concurrent enrollment; PSYC 4190/357 or equivalent basic statistics course.
Admission into the counseling masters degree program.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Selection, administration, interpretation, and evaluative use of intelligence, aptitude, interests, personality, and , achievement tests. Use and/or construction of questionnaires, sociograms, anecdotal records, and other appraisal devices. Practice of differential diagnosis and clinical interviewing. Additional course fee.

VIII. Method of Instruction:

Course will include: didactic lectures, course discussion, review of documents and films posted on Blackboard, group activities, research paper instruction and instruction to the integration of evidence-based practice in paper and clinical work. Demonstrations will be used to teach students how to administer tests. Students will also practice administering tests and writing reports.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. *Students will demonstrate knowledge in assessment, research, and evaluation.*
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. *Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.*
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives

By the end of the semester, students will be familiar with the following Council for Accreditation of Counseling and Related Educational Programs (CACREP) related standards for assessment:

1. assessment instruments and techniques relevant to career planning and decision making
2. historical perspectives concerning the nature and meaning of assessment;
3. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods;
4. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
5. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
6. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
7. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
8. appropriate strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling and evaluating academic, career, and personal/social development;
9. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;
10. ethical and legal considerations.

11. 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
12. various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status exams, symptoms inventories, and psychoeducational and personality assessments

Objectives and Assessments/Student Outcomes

Obj #	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs CMH =Clinical Mental Health Counseling SC = School Counseling	Assessments/Student Outcomes
1	assessment instruments and techniques relevant to career planning and decision making	CACREP = 4f	Reading, discussions, assignments, exams
2	historical perspectives concerning the nature and meaning of assessment;	CACREP = 7a	Reading, discussions, assignments, exams
3	basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group tests and inventory methods;	CACREP = 7b, 7d ISBE = 6	Reading, discussions, assignments, exams
4	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	CACREP = 7c, 7d	Reading, discussions, assignments, exams
5	reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	CACREP = 7d, 7e	Reading, discussions, assignments, exams
6	validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	CACREP = 7d, 7e	Reading, discussions, assignments, exams
7	age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other social and cultural factors related to the unbiased assessment and evaluation of individuals, groups, and specific populations;	CACREP = 3e, 7f CMH = H1, K4	Reading, discussions, assignments, exams
8	appropriate strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling and evaluating academic, career, and personal/social development;	CACREP= 7g SC = H2, H3	Reading, discussions, assignments, exams
9	an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;	CACREP = 7g	Reading, discussions, assignments, exams
10	ethical and legal considerations.	CACREP= 8f	Reading, discussions, assignments, exams
11	principles and models of assessment, case conceptualization, theories of human	CMH = G1	Reading, discussions, assignments, exams

	development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans		
12	various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status exams, symptoms inventories, and psychoeducational and personality assessments	CMH = G2	Reading, discussions, assignments, exams

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards

<<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP)

<<http://www.cacrep.org>>

XI. Grading Policy and Evaluation Criteria

Exam I	20%	A	90%-100%
Exam II	20%	B	80%-89%
Appraisal Report	40%	C	70%-79%
Appraisal Report Feedback	10%	D	60%-69%
Attendance/Participation	10%	F	Below 60%

Course Requirements and Evaluation

❖ **Technology**

Students are expected to be able to use a computer, access the internet, send and retrieve email, open attachments, and conduct a library search online. I will rely *heavily* on blackboard to make announcements, post lecture notes and assignments (copies are a luxury), and I will frequently send email messages to the class as a whole and to individual students. As such, *it is your responsibility* to ensure that you have *access to blackboard* and *your email account* as email messages will ONLY be sent to the account on file with the university. “I can’t access my account,” “I don’t use my CSU account,” “I don’t know how to access my account,” and other excuses are **NOT** adequate justifications. If you do not utilize your university email account, contact IT for assistance with having your CSU email messages forwarded to the address of your preference.

VIRTUAL CLASS TIME: From time to time, we will continue our class discussion in the “virtual world.” There also may instances in which I may come across an article (i.e., newspaper, etc.) that I believe the class would benefit greatly from discussing the event as it is happening. In those instances, I will hold a discussion forum relating to the topic in blackboard.



Please remain engaged in the discussion forums throughout the time allotted for the discussion – Do not make all posts in response to the topic and/or your scholarly peers ON ONE DAY ... THE POINT IS FOR YOU TO REMAIN INVOLVED ... Two substantive (explained below) postings are expected for EACH discussion forum ... you are encouraged to be involved more ... but this is the minimum.

As stated above, participation is to be substantive and will be graded accordingly. In other words, posting comments like “I agree,” “That’s great. I wish I would have thought of that,” or “What do you mean?” *are not considered substantive*. A substantive posting is defined as “participation that is rich, deep and probing. It sometimes piggybacks on someone else’s comment, challenging or adding more. Sometimes it is a new idea or question. Substantive input adds depth to a discussion and carries its own weight. It demonstrates that you are using your critical thinking skills and values the advancement of knowledge for yourself and others.”

A checklist for **substantive postings** includes these questions:

- Does the response add a new insight to ideas already offered?
- Does it challenge previous ideas and add appropriate counter-thought?
- Does it give a sense of the “ah-ha,” and encourage deeper thought?
- Does it take enough time to “wallow” in an idea and ask probing questions?
- Does it demonstrate that you have done appropriate reading on the topic?

Attendance/Participation

Attendance

In this class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, class *attendance is mandatory*. It is *your responsibility* to inform me *before* the class meeting time if:

1. you are unable to attend class
2. must arrive late
3. must depart early due to special circumstances (i.e., schedule your absence or tardiness due to your child's report card pickup day ahead of time).

Assignments are ***due on time*** at the ***start of class***. *Points will be deducted for late work*. If you are late to class, your assignment is late and points will be deducted. **5%** of your grade will be taken off each day that the assignment is late (*showing up late for class means 5% deduction*).

I will not accept assignments via email (printer cartridges are a luxury).

If you are absent, schedule a way to have the assignment delivered to my office in Harold Washington Hall, Room 220 (under the door is fine).

Two excused absences are allowed with *prior notification* as specified above. *More than two* unexcused absences will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

Participation

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions. Class participation includes physical attendance (*do you show up? you must be present to participate*), psychological attendance (*does your mind show up? can you show evidence of thinking during class?*), and interpersonal attendance (*do you hear and incorporate what others are communicating?*).

Poor participation will be addressed on a case-by-case basis and if continued after it has been brought to your attention, *points will be deducted*.

Participation Evaluation

Evidence of reading assignment completion

- Did not read assignment
- Read part of assigned readings
- Read all of assigned readings

Engagement with classmates

- no engagement, sitting mute
- some dialogue and discussion taking place during class periods
- dialogue that builds upon and continues discussion taking place

Regularity of participation

- Never or very rarely offers comments, ideas or questions

Offers comments, ideas or questions at least once a class period

Offers comments, ideas or questions more than once a class period

Respect for other class members

Shows disrespect for others

Allows others to complete their ideas and displays courtesy even when disagreeing with others

Allows others to complete their ideas and displays courtesy even when disagreeing with others

Integration of participation into other course work

No integration demonstrated

Some integration demonstrated

Consistent integration, that is oral and written assignments reflect careful and thoughtful

❖ **Exams**

The format of the exams will consist of multiple choice and brief essays. The exams will be based on required readings and class time (i.e., lecture). Although the lecture and textbook may overlap to a great extent, some material presented in the lecture is not covered in the required readings.

❖ **Case Study & Appraisal Report**

You will create a case study and then write a full psychological evaluation of the person. You must include instruments from a minimum of **four domains** of formal assessment instruments that we cover in this course with a detailed review for each instrument with a rationale for their inclusion. In addition, on the last day of class, each student will present their case to the class.

❖ **Appraisal Report Feedback Swap**

Each student will be responsible for submitting a rough draft of their Appraisal Report to a classmate. That classmate will read over the report and provide feedback (further details to come).

Class Schedule

This schedule is subject to change. Once changes are announced, each student is fully responsible for any necessary resultant adjustments.

XII. Required Texts:

Whiston, C. (2009). *Principles and Applications of Assessment in Counseling* (3rd Ed.). Belmont, CA: Brooks/Cole Publishing.

XIII. Required reading: Selected readings from articles made available by the instructor

XIV. Bibliography:

Ben-Porath, Y. F. (1997). Use of personality assessment instruments in empirically guided treatment planning. *Psychological Assessment*, 9, 361 – 367.

Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs*, 2nd Edition. ASCA.

Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.

Corey, G. & Corey, M. (2003). 6th Edition. *Issues and Ethics in the Helping Professions*.

Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.

Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.

Nelson, M. L. (2002). An assessment-based model for counseling strategy selection. *Journal of Counseling & Development*, 80, 416-421.

Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development*, 78, 357-364.

Ridley, C. R., Li, L. C., & Hill, C. L. (1998). Multicultural assessment: Reexamination, reconceptualization, and practical application. *The Counseling Psychologist*, 26, 827-910.

Helpful Website Links

ACA Ethical Codes—www.counseling.org/resources/codeofethics.htm
 Association for Assessment in Counseling & Education—<http://aace.net>
 Buros Mental Measurements site --www.unl.edu/buros/
 APA Testing & Assessment --www.apa.org/science/testing.html
 The Educational Testing Service --www.ets.org
 National Center for Fair and Open Testing-- www.fairtest.org
 Institute for Personality and Ability Testing-- www.ipat.com

XV. Course Calendar

Class	Date	Topics	Readings
1	8/25	Course Introduction	
2	9/1	Historical Framework, Assessment in Counseling & Ethical and Legal Considerations	Chs. 1& 14
3	9/7	Stats Refresher, Norms, Scores,	Ch. 2
4	9/15	Reliability	Ch. 3
5	9/22	Validity	Ch. 4
6	9/29	Selection, Administration & Scoring and Communicating Results Exam I Available in Blackboard at 5:00 p.m.	Ch. 5
7	10/6	Intake Assessment & Clinical Interviewing Due (bring hard copy to class)	Exam I Ch. 6
8	10/13	Intelligence & Ability Testing	Ch. 7
9	10/20	Achievement & Aptitude Testing	Ch. 8
10	10/27	Personality Testing & Psychological Functioning	Ch. 10
11	11/3	Assessment in Marriage & Family Counseling Forensic Assessments Exam II Available in Blackboard at 5:00 p.m.	Ch. 11
12	11/10	Assessment & Diagnosis Exam II Due (bring hard copy to class)	Ch. 12
13	11/17	Case Conceptualization & Treatment Planning	Ch. 13
14	11/24	Issues Related to Diverse Populations	Ch. 15
15	12/1	Technological Applications & Current Issues Rough Draft of Appraisal Report Due for Swap	Ch. 16
16	12/8	Case Presentations Final Draft of Appraisal Report Due	

Disclaimer

Information in this syllabus was, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of Chicago State University, to make any changes in course content or instructional techniques without notice or obligation.

Electronic Device Notice

AS A MATTER OF COURTESY TO YOUR CLASSMATES AND MYSELF, IF YOU CARRY A PAPER AND/OR CELLULAR PHONE AND/OR ANY OTHER ELECTRONIC TOYS THAT MAKE NOISE, PLEASE PUT THESE DEVICES ON SILENT ALERT DURING CLASS TIME.

Unattended Children

Unattended children are not allowed in Douglas Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x 2556) where they will be safe while you are in class.

Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

American Disabilities Act

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive.

NOTE: FAILURE TO READ ANY PORTION OF THE SYLLABUS DOES NOT EXCUSE THE STUDENT FROM THE REQUIREMENTS HEREIN.