

**I. COUN 5730.61 Techniques of Assessment and Diagnosis**

Chicago State University
Department of Psychology
Three Credit Hours
Harold Washington Hall, Room 302

II. Instructor:

John Lynch, Psy.D.
Associate Professor

Office: HWH 217
Phone: University 773-995-2098 Cell: 312-215-3134
Office Hours: Tuesday 2:30-3:30 P.M., Wednesday 4:00-5:00 P.M., and Thursday 2:30-3:30 P.M.,
Thursday and other hours by appointment
Email: jlynch20@csu.edu
Class: Thursday 5:00-7:50 P.M.

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session and group supervision is a requirement of the counseling program. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. You may be dropped from the course if you miss more than two class sessions. Please note that it is the student's responsibility to drop this course if necessary.

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.

Students with a disability who require accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190. Accommodations may be requested at any time, but they are not retroactive.

V. Course Prerequisites:

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

VI. Conceptual Framework:

The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

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 moodle, 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 moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU moodle 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 moodle 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 moodle 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. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

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:

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	historical perspectives concerning the nature and meaning of assessment and testing in counseling	CACREP = 7a	Reading, discussions, assignments, exams
2	methods of effectively preparing for and conducting initial assessment meetings	CACREP = 7b	Reading, discussions, assignments, exams
3	use of assessments for diagnostic and intervention planning purposes	CACREP = 7e	Reading, discussions, assignments, exams
4	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	CACREP = 7f	Reading, discussions, assignments, exams
5	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	CACREP = 7g	Reading, discussions, assignments, exams
6	reliability and validity in the use of assessments	CACREP = 7h	Reading, discussions, assignments, exams
7	use of assessments relevant to academic/educational, career, personal, and social development	CACREP = 7i	Reading, discussions, assignments, exams
8	use of environmental assessments and systematic behavioral observations	CACREP= 7j	Reading, discussions, assignments, exams
9	use of symptom checklists, and personality and psychological testing	CACREP = 7k	Reading, discussions, assignments, exams
10	use of assessment results to diagnose developmental, behavioral, and mental disorders	CACREP=7l	Reading, discussions, assignments, exams

11	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	CACREP = 7m	Reading, discussions, assignments, exams
12	assessments specific to P-12 education	SH = 1e	Reading, discussions, assignments, exams
13	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CMH = 3a	Reading, discussions, assignments, exams
14	psychological tests and assessments specific to clinical mental health counseling	CMH = 1e	Reading, discussions, assignments, exams

Professional Standard Sets

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

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

XI. Grading Policy and Evaluation Criteria

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

Evaluation Criteria:

Class discussion and material presented will be based on the assigned readings and will be the general format for the class activities. All students are expected to contribute to the discussions and offer question, comments, and observations. Your overall grade for the course is determined by the following criteria:

Class participation/Attendance	15 points
Mid-term Exam	100 points
Final Exam	100 points
Appraisal Report	100 points
Total	315

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 administer at 2 instruments and present the reliability and validity of the test administered. Your report will also include a description of the test and the purpose for administering the test. Your report should also include demographic data, background information, behavioral observations, test findings, interpretation of the findings and recommendations/conclusions. Test materials and instruments will be provided in class.

XII. Required Texts:

Whiston, C. (2018). *Principles and Applications of Assessment in Counseling* (4th Ed.). Belmont, CA: Brooks/Cole Publishing.

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

XIV. Bibliography:

- American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.
- American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca
- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment* (4th Ed.). Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental Health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors* (2nd ed.). Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan* (4th ed.). New York, NY: Worth.
- 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.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: Wiley.
- Ridley, C. R., Li, L. C., & Hill, C. L. (1998). Multicultural assessment: Reexamination, reconceptualization, and practical application. *The Counseling Psychologist*, 26, 827-910.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development*, 87, (2), 216-226.
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Hoboken, NJ: Pearson.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling* (2nd). (pp. 311-336). Thousand Oaks, CA: Sage.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.

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	8/28	Course Introduction, historical framework	Ch. 1
2	9/4	Historical Framework, Assessment in Counseling & Ethical and Legal Considerations	Chs. 1& 14
3	9/11	Stats Refresher, Norms, Scores,	Ch. 2
4	9/18	Reliability	Ch. 3
5	9/25	Validity	Ch. 4
6	10/2	Selection, Administration & Scoring and Communicating Results	Ch. 5
7	10/9	Exam I	
8	10/16	Initial Assessment in Counseling	Ch. 6
9	10/23	Intelligence & Ability Testing	Ch. 7
10	10/30	Measuring Achievement and Aptitude	Ch. 8
11	11/6	Assessment in Career Counseling	Ch. 9
12	11/13	Appraisal of Personality	Ch. 10
13	11/20	Assessment in Marriage and Family Counseling	Ch. 11
14	11/27	Thanksgiving Break	
15	12/4	Assessment and Diagnosis Appraisal Report is Due	Ch. 12
16	12/11	Final Exam	

XVII. Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer*: Information contained in this syllabus was, to the best knowledge of the instructor, considered 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 CSU, to make changes in course content or instructional techniques without notice or obligation. Changes in the calendar are subject to change with due notice.

B. *Academic Honesty*: Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. *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 the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

D. In addition to the policies described above, this course, like other courses in the Counseling program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

E. *Unattended Children*: Unattended children are not allowed in the Harold Washington Hall and other campus buildings.

F. *Emergency Procedure Request*: In order to maximize the preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of the each semester. This request is made to improve the safety of all members of the CSU community.

G. *CSU Credit Hour Definition*: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class student work assignments (homework, reports, essays, critical analysis of reading, etc...); this is in addition to studying.

H. *Academic Warning Periods*: Student progress is monitored throughout each semester, and progress indicators are posted to Cougar Connect/CSU X- Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive "SP" (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.