Instructors: Sneha Nayar-Bhalerao, PhD, LPC-Intern

Contact Number: 713-831-7242 (Work Phone), 708-714-1715 (Cell Phone)

Office: School of Education Annex (1202 Colquitt Street)

Office Hours: By appointment only

E-mail: nayars@stthom.edu

Course Home Page: On Blackboard

Class Meeting: Tuesday 9:00 am to 11:45 am

Prerequisites: None.

Course Description: This course introduces students to foundational concepts and procedures of assessment of individuals’ attitudes, aptitudes, interests, and personal features, as well as statistical concepts related to testing and test interpretation and the social, cultural, and ethical factors related to measurement.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)

3. PRACTICE
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

5. COUNSELING AND HELPING RELATIONSHIPS
i. development of measurable outcomes for clients

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

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS
C. CLINICAL MENTAL HEALTH COUNSELING
1. FOUNDATIONS
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
e. psychological tests and assessments specific to clinical mental health counseling

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Appraisal Techniques).

This course also addresses the following Catholic social justice dimensions:

**The Principle of Human Dignity**: Every human being is invaluable and worthy of respect as a member of the human family.

**The Principle of Stewardship**: We show our respect for the Creator by our care for creation. We are also responsible to use our personal talents, health and property for the common good.

**The Principle of the Common Good**: We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

**Required Texts:**


**Reserve Materials**: Additional materials may be placed on Blackboard throughout the semester.

**Methods of Instructions and Conduct of the Course**: This course will use lecture, class discussion, and case study to support student learning. These in-class activities are designed to build upon required reading, rather than duplicate it.
Final Grade Distribution:

Class Attendance and Participation (10 points): Students are expected to attend all classes. A maximum of two absences are permitted in this course. Students are asked to keep the instructor informed, if they are to remain absent during any class period. More than two absences can result in administrative withdrawal from the course. Consideration for more than two absences will be provided only under extenuating circumstances and will be at the discretion of the instructor. Students are expected to actively participate in class discussion and group activities during their presence in all class period. Participation points are not included at the time student is absent from class. The instructor will document student participation each week.

Assessment Research Evaluation (25 points): Each student will select an assessment instrument listed in Appendix A. She or he will write an evaluation of the instrument (6-8 pages, APA-style), including the following information:

General Information (3pts)
  Title of the test
  Authors
  Date of Publication (Presentation)

Test Description (10pts)
  Test Content (2pts)
    Construct or variables the test measures
    Unidimensionality or multidimensionality of construct
    Theoretical and/or empirical foundations of the test (based on literature)
  Purpose of the Test (2 pts)
    Purpose and potential uses of the test
    For whom the test is designed and in what setting(s)

Test Structure (2 pts)
  Length of test/number of items
  Subscales (if applicable)
  Item format (e.g. multiple choice, Likert-type scales)

Test Administration (2 pts)
  Administration procedures (detailed)
  Necessary administrator qualifications and/or training

Test Scoring (2 pts)
  Type of scoring or scaling
  Scoring procedures (including scoring keys, reverse scoring)
  Subscale, factor, or dimension scores (if applicable)

Technical Evaluation (4 pts)
  Reliability (2pts)
    Evidence of reliability (e.g. test-retest, internal consistency)
    Adequacy of reliability to support proposed use of instrument
  Validity (2 pts)
    Evidence of validity (e.g. content, criterion, construct)
    Adequacy of validity evidence to support potential uses of the instrument

Summary Evaluation & Critique (4 pts)
  Strengths and weaknesses of the instrument
A critique of the use of the instrument in an applied setting
Multicultural Application (3 pts)
Analysis of the multicultural application of the test, use of the test with vulnerable or underrepresented populations
References (APA-Style) (1pt)
At least 10 peer-reviewed journal articles

The 10 articles could include research on validity and reliability, populations for whom the instrument is appropriate, or any other psychometric or practical aspect of the instrument. Important requirements are (1) the 10 articles come from peer reviewed journals; (2) their copyright dates are no older than 2000 unless they are classical articles; and (3) are appropriate to the instrument researched.

Assessment Presentation (15 points): Students will lead a 20-minute discussion on the selected assessment instrument during class time. Facilitating conversation among class members is required. Power point or other technology may be used. While the oral presentation is due during class time on the week the material is addressed in the course, the final paper is not due until the end of the term (refer class schedule). Presentation rubric is attached to the syllabus.

Examinations (50 points): Each student will complete two take-home examinations worth 50 points total. The midterm will be worth 20 points and the final exam will be worth 30 points. The examinations will test mastery theory and research as discussed in class and in the course readings. Each examination will consist of multiple choice and short-answer. The examinations will be completed individually by the student. Collaboration on examinations is not permitted. The midterm and the final will be posted on Blackboard and instructions to take the test will be given in class. Students may use their texts, notes, or other academic resources to answer the questions on the test. Students will have a week to complete their exams.

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Examination Content</th>
<th>Exam Rating and Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm (20 points)</td>
<td>Multiple choice</td>
<td>20 multiple choice questions, half point each.</td>
</tr>
<tr>
<td>Chapters 1-7</td>
<td>Short answer</td>
<td>4 short answer questions, 2.5 points each.</td>
</tr>
<tr>
<td>Final Exam (30 points)</td>
<td>Multiple choice</td>
<td>20 multiple choice question, one point each.</td>
</tr>
<tr>
<td>Chapters 8-15</td>
<td>Short answer</td>
<td>5 short answer questions, 2 points each.</td>
</tr>
</tbody>
</table>

Additional Assignment

Students are invited to complete the NEO-PI-3 personality assessment (available for $10 materials fee from the instructor), engage in the scoring of the protocol, and write a 1-2 page reflection paper on the instrument. The student may complete the instrument him or herself or have a friend or family member complete the instrument. This assignment will be considered as additional credit assignment.
Final Grade Distribution:

The course grade will be determined by summing points from each of the assignments. The total number of points earned for the course will be assigned to yield a percentage. That percentage will then be used to assign the letter grade:

- **A**: 94-100%  
  Class attendance and participation 10 points
- **A-**: 90-93  
  Assessment Research Evaluation 25 points
- **B+**: 87-89  
  Assessment Presentation 15 points
- **B**: 84-86  
  Midterm 20 points
- **B-**: 80-83  
  Final Exam 30 points
- **C**: 70-79  
  Total 100 points
- **F**: Below 70%

Academic Integrity and Standards of Conduct:

**Academic Integrity**

As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**

Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**

With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**

When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**

To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and
maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crocker Center.

Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. If your pager or phone vibrates, please leave class quietly. Text messaging, e-mailing, or surfing the web in not permitted in class and will affect attendance/participation grades.

Requests for Extensions or Making Up Work
Requests for test make-ups and/or assignment deadline extensions are strongly discouraged. It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee) and other extreme circumstances.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

Course Evaluation at the End of the Semester
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC 5335 Appraisal & Assessment Techniques

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
<td>Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>X</td>
<td></td>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
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<tr>
<td>4</td>
<td></td>
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<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
</tr>
<tr>
<td>Week</td>
<td>Class</td>
<td>Session Topic</td>
<td>Required Readings</td>
<td>Assignments</td>
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<tr>
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<tr>
<td>6</td>
<td>X</td>
<td>Developing creative capacities</td>
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<tr>
<td>7</td>
<td>X</td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<tr>
<td>8</td>
<td>X</td>
<td>Developing skill in expressing oneself orally or in writing</td>
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<tr>
<td>9</td>
<td></td>
<td>Learning how to find and use resources to explore a topic in depth</td>
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<tr>
<td>10</td>
<td>X</td>
<td>Developing ethical reasoning and/or ethical decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Learning to <em>analyze</em> and <em>critically evaluate</em> ideas, arguments, and points of view</td>
<td></td>
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<tr>
<td>12</td>
<td>X</td>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>X</td>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
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**Schedule of Class Sessions:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Session Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/24</td>
<td>Basic Issues in Assessment</td>
<td>Erford 1</td>
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<tr>
<td>2</td>
<td>01/31</td>
<td>Historical and Ethical Aspects of Assessment</td>
<td>Erford 2-3</td>
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<tr>
<td>3</td>
<td>02/07</td>
<td>Test Constructions</td>
<td>Erford 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/14</td>
<td>Selecting Instruments</td>
<td>Erford 5</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>5</td>
<td>02/21</td>
<td>Reliability and Validity</td>
<td>Erford 6-7</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>6</td>
<td>02/28</td>
<td>Clinical Assessment</td>
<td>Erford 8</td>
<td>Assessment Presentation Due  Take Home Midterm Available on Blackboard</td>
</tr>
<tr>
<td>7</td>
<td>03/07</td>
<td>Personality Assessment</td>
<td>Erford 9</td>
<td>Assessment Presentation Due  Take Home Midterm Due by Noon.</td>
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<tr>
<td></td>
<td>03/14</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/21</td>
<td>Behavioral Assessment</td>
<td>Erford 10</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Assessment Type</td>
<td>Instructor</td>
<td>Due Date</td>
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<tr>
<td>9</td>
<td>03/28</td>
<td>Intelligence Assessment</td>
<td>Erford 11</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>10</td>
<td>04/04</td>
<td>Aptitude Assessment</td>
<td>Erford 12</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>11</td>
<td>04/11</td>
<td>Achievement Assessment</td>
<td>Erford 13</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>12</td>
<td>04/18</td>
<td>Career Assessments</td>
<td>Erford 14</td>
<td>Assessment Presentation Due</td>
</tr>
<tr>
<td>13</td>
<td>04/25</td>
<td>Couples and Families</td>
<td>Erford 15</td>
<td>Assessment Research Evaluation Due</td>
</tr>
<tr>
<td>14</td>
<td>05/02</td>
<td>Course completion</td>
<td></td>
<td>Final Exam Available and Due on May 9th by Noon (due date subject to change).</td>
</tr>
</tbody>
</table>

APPENDIX A

Some Commonly Used Clinical Assessment inventories:
- Minnesota Multiphasic Personality Inventory (MMPI-2 and MMPI-A) [p. 192]
- Beck Depression Inventory (2nd ed.) (BDI-II) [p. 204]
- Beck Anxiety Inventory (BAI) [p. 204]
- Substance Abuse Subtle Screening Inventory-3 (SASSI-3) [p. 205]

Personality Assessments:
- NEO Personality Inventory (NEO-PI-III) [p. 222]
- Myers-Briggs Type Indicator – Form M (MBTI) [p. 224]

Projective Approaches:
- Rorschach (H&H)

Group Administered Tests of Intelligence and School Ability:
- Otis-Lennon School Ability Test (OLSAT) [p. 274]
- Multidimensional Aptitude Battery – II (MAB-II) [p. 275]

Individual Diagnostic Tests of Intelligence:
- The Various Wechsler Tests (WAIS-III, WISC-IV, WPPSI-III) [p. 277]
- Stanford-Binet Intelligence Scales – Fifth Edition (SB-5) [p. 281]

Commonly Used Admissions Tests:
- Scholastic Assessment Tests (SAT) [p. 297]
- Miller Analogies Test (MAT) [p. 300]
- Graduate Record Examination (GRE) [p. 303]
Multi-aptitude Batteries:
- Differential Aptitude Test (DAT) [p. 305]
- Armed Services Vocational Aptitude Battery (ASVAB) [p. 308]

Group Administered Multi-Skill Achievement Test Batteries or Surveys:
- Iowa Test of Basic Skills (ITBS), Form C [p. 328]

Individual Achievement Multi-Skill Test Batteries:
- Wechsler Individual Achievement Test – Third Edition (WIAT-III) [p. 336]

Tests of English Language Proficiency:
- Test of English as a Foreign Language (TOEFL) [p. 345]

Tests Measuring Interests:
- 2004 Strong Interest Inventory (SII) [p. 355]
- Kuder Interest Inventories [p. 364]

Other Interest and Skill Inventories:
- Campbell Interest and Skill Survey (CISS) [p. 367]
Assessment Presentation Rubric

Name:

Presentation Date:

Instrument:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Rating Criteria</th>
<th>Points Earned</th>
<th>Feedback</th>
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</thead>
<tbody>
<tr>
<td>General Information (2 pts)</td>
<td>Addresses content areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Description (3 pts)</td>
<td>Addresses content areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Evaluation (2pts)</td>
<td>Addresses content areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary Evaluation/Critique (3pts)</td>
<td>Offers three relevant critiques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Application (2 pts)</td>
<td>Identifies three cultural implications of instrument use</td>
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<tr>
<td>Discussion/Technology (3 pts)</td>
<td>Facilitates an interactive session and incorporates the use of technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>/15</td>
<td></td>
</tr>
</tbody>
</table>