

CED 682 Applications of Measurement and Clinical Appraisal Techniques

Spring Semester 2005

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Course time and location:
Wednesday 1:00 - 3:50
251 Ferguson

Course Description: This course is to provide “practical experience in administering and interpreting evaluative techniques of appraisal”. This includes assessment instruments commonly used by professional counselors as well as alternate methods of appraisal. Class sessions will include presentations by the professor, informed discussions by class members, guest speakers, role-plays, small group assignments, and other experiential activities.

Course Objectives:

1. Students will be able to describe the historical perspective concerning the nature and meaning of assessment
2. Students will understand basic concepts of standardized and non-standardized testing and other assessment techniques including norm-reference and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
3. Students will understand statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Students will understand measurement concepts of reliability and validity.
5. Students will describe issues related to the needs of diverse populations including race, ethnicity, culture, age, gender, language, disability, and sexual orientation.
6. Students will apply strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
7. Students will understand the general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.
8. Students will be prepared to address legal and ethical considerations of clinical appraisal.

Required Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

Whiston, S. C. (2005). *Principles and applications of assessment in counseling* (2nd ed.). Stamford, CT: Thomson Learning.

Required Readings:

Clawson, T. W. (1997). Control of psychological testing: The threat and a response. *Journal of Counseling and Development*, 76, 90-93.

Hinkle, J. S. (1999). A voice from the trenches: A reaction to Ivey and Ivey (1998). *Journal of Counseling & Development*, 77, 474-483.

Ivey A. E. & Ivey, M. B. (1998). Reframing DSM-IV: Positive strategies from developmental counseling and therapy. *Journal of Counseling & Development*, 77, 484-490.

Mehrens, W. A., & Lehmann, I. J. (1985). Interpreting test scores to clients: What score should one use? *Journal of Counseling & Development*, 317-320.

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

Smart, J. F., & Smart, D. W. (1997), DSM-IV and culturally sensitive diagnosis, *Journal of Counseling & Development*, 75, 392-398.

Updated 2/3/05

Tinsley, H.E.A., & Bradley, R. W. (1986) Test interpretation. *Journal of Counseling & Development*, 64, 462-466.

Vacc, N. A., & Juhnke, G.A. (1997). The use of structured clinical interventions for assessment in counseling. *Journal of Counseling & Development*, 75, 470-486.

Course Policies:

There is no prerequisite for this course; however, CED 653 is a co-requisite. Students will be expected to attend and participate actively in all classes. The learning in this course will take place through the assigned readings, classroom participation, course projects/presentations, online discussion, and experiential activities.

Honor Policy:

Academic honesty is fundamental to the activities and principles of the University of North Carolina at Greensboro. Any effort to gain advantage not provided to all students violates the university's honor code. Such a violation is a serious offense, the consequences of which range from probation to expulsion. It is the instructor's responsibility to uphold fairness for all students. Any questions or issues concerning the honor code should be brought to the instructor's attention immediately. *All students are asked to read UNCG's Academic Integrity policy and sign the agreement posted on Blackboard.*

Classroom Policies:

Attendance

Class attendance and participation are expected. Students are allowed one absence without penalty. All subsequent absences will result in the deduction of three points from the final grade. Perfect attendance will result in two additional points added to the final grade.

Late Assignments

One point will be deducted for each day an assignment is late (including weekend days). No assignments will be accepted after one week. It is the student's responsibility to ensure assignments are submitted on time. Although electronic submissions are permissible, email attachments are not very reliable and have inherent risks; it is advised that assignments are submitted printed and in person.

Confidentiality

We will occasionally deal with very personal and sensitive matters. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Electronic Communication Devices

Please ensure that any pagers or cellular phones are turned off for the duration of the class.

Course Assignments:

- 1.) Four tests will be given for a total of 250 points (or 25% of final grade). The first three tests (50 pts. each) will be approx. 25 multiple choice questions and will be administered at the beginning of class on the days designated in the course schedule. The last test (100 pts.) will take place in lieu of class and will be administered online (<http://blackboard.uncg.edu>) between 4pm March 30 and 4pm April 6. This final test will consist of 50 multiple choice questions and one brief essay question. You may use your text; however, you must work alone and otherwise abide by the UNCG Academic Integrity Policy.
- 2.) Group presentation on an instrument appropriate to your track/setting (200 points or 20% of final grade). The instrument may not be one already used in this course, or one to be used by another group. Buro's Mental Measurement Yearbook or ERIC Test Locator are other suggested resources for selection. Groups of four should be chosen by the third class period and instruments will be given preference to the first to submit their choice. The presentations should last between 35-40 minutes and include (at minimum) the following:
 - i. Instrument title, author
 - ii. Described purpose
 - iii. Intended population
 - iv. Instruction on administration, scoring and interpretation

- v. Validity, reliability, and other relevant psychometric properties
- vi. Test publisher and contact information, pricing, availability, user qualifications or required training, versions available
- vii. Limitations, biases, contraindications

It is expected that these presentations will have some sort of visual aids (e.g., overheads, PowerPoint) and handouts. Each team will receive feedback from the remainder of the class on their presentation style.

- 3.) Self-assessment based on the battery of tests administered in class (300 pts. or 30% of final grade). The following tests will be provided for the practicum component of this course and are included in the lab fee.

Beck's Depression Inventory (BDI)
 California Personality Inventory (CPI)
 Moos Family Environment Scale (FES)
 Myers-Briggs Type Indicator (MBTI)
 NEO Personality Inventory-Revised (NEO PI-R)
 Rotter Incomplete Sentence Completion (RISC)
 Substance Abuse Subtle Screening Inventory-3 (SASSI-3)
 Wellness Evaluation of Lifestyle (WEL) – this instrument will be completed in CED 612
 Genogram
 House-Tree-Person (HTP)

All scoring materials, templates, instruction manuals, etc. are property of the clinic and may be checked out temporarily, but must be returned for successful completion of the practicum. Due on APRIL 6. APA style with the following headings:

Identifying Information
 Reason for testing
 Tests Administered
 Results (include tables)
 Summary
 Conclusions/Recommendations (Specifically to your work as a counselor)

- 4.) One of the following projects (250 pts. or 25% of final grade) should be selected by the third class period (January 26). Due date for both options is MARCH 16:

- i. Select a current topic in testing and appraisal and provide an annotated bibliography of a minimum 6 articles from refereed journals that are related to the issue. At least 3 of the articles should be based on empirical research. Each bibliography will consist of an APA format reference and a critique of the article and should be a $\frac{3}{4}$ to 1 page in length. Critiques should include your assessment of the strengths and weaknesses of each article, as well as the article's value as a resource for the specific topic. A 1-2 page summary that synthesizes the information and outlines 3 or 4 main points taken from the article critiques should be at the end of your bibliography. Grading rubric: reference accuracy 25 pts., clarity and cogency of critiques 150 pts., final written summary 75 pts. Please include copies of all articles at the time you submit your paper.
- ii. Attend a workshop related directly to assessment in counseling (e.g., substance abuse assessment, qualitative assessment techniques, lethality assessment, assessment of a specific diagnosis, administration and interpretation of an instrument relevant to your specialty/setting, etc.). A 2-3 page summary of your learning and reaction to the experience should include proof of attendance. In order to get credit for this activity, the workshop must a.) be at least 3 hours in length, b.) have at least one-third of the of the time dedicated to assessment and c.) be approved in advance. Please do not plan to attend a workshop that would interfere with class attendance. An extension for this assignment is possible (with permission of instructor) if workshop date is after March 8th.

Grading Scale:

Test 1	50 points
Test 2	50 points
Test 3	50 points
Test 4	100 points
Group Presentation	200 points
Self-assessment Paper	300 points
Bibliography/Workshop	250 points

Total: 1000 points

A	900-1000 points
B	800-899 points
C	700-799 points

Schedule of Assignments (Subject to change)

<i>Date</i>	<i>Topic</i>	<i>Reading Assignments</i>
Jan 12	Overview, Assessment in Counseling; History of Assessment	Chapter 1
Jan 19	Basic Measurement	Chapter 2
Jan 26	Reliability and Validity	Chapter 3, 4 **Group Assignments and Statement of Assignment 3 option due
Feb 2	QUIZ #1 (Chp. 1-4) Test Selection, Administration Communicating Results	Chapter 5 Tinsely and Bradley (1986) Mehrens & Lehmann (1985)
Feb 9	Guest Speaker: Wendi Schweiger, NBCC Fair Access Coalition on Testing (FACT) SASSI-3	
Feb 16	Clinical Interview; MSE BDI; Psychosocials/Intakes	Chapter 6 Vacc and Juhnke (1997) Polanski and Hinkle (2000)
Feb 23	Intelligence, Achievement and Ability NEO-PI	Chapters 7,8
Mar 2	QUIZ #2 (Chp. 5-8) Appraisal of Personality MBTI & CPI: Glenn Newsom	Chapter 10
Mar 9	SPRING BREAK	
Mar 16	Projective Techniques (Rotter, HTP) Marriage and family counseling (FES)	Chapter 10 Continued Chapter 11 **ASSIGNMENT #3 DUE
Mar 23	GAs: Genograms QUIZ #3 (Chps. 10-11) Assessment and Diagnosis Using Assessment in Counseling	Chapter 12, 13 Ivey & Ivey (1999) Hinkle (1999)
Mar 30	Ethical and Legal issues Assessment with Diverse Populations	Chapter 14, 15 Smart and Smart (1997)
Apr 6	QUIZ #4 DUE by 4pm (Online: Chp. 12-15) NO CLASS	**Self-assessment papers due
Apr 13	Group presentation #1,2,3	
Apr 20	Group presentation #4,5,6	
Apr 27	Group presentation #7,8,9	

CED 653E-01 Practicum in Counseling:
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CED 653E is a co-requisite for CED 682 and will consist of the following activities:

- 1.) Participation in clinical experiences that extend class instruction. Specifically, students will engage in role-plays with Intakes and MSE on February 16 (3-4:30) and practice facilitating genograms on March 23 (in class).
- 2.) Self-administer and score all instruments listed on the syllabus that are to be used for the self-assessment paper.
- 3.) Submit for review a videotape of a test interpretation session with a fellow classmate. Any of the tests administered for this course may be utilized. A signed consent form must be obtained. This session must be reviewed by a deadline to be arranged by the assigned Graduate Teaching Assistant, which will be no later than the last day of class. This videotaped session should be a **minimum** of 30 minutes and a **maximum** of 40 minutes.

The grading system for this practicum is **Satisfactory/Unsatisfactory**. In order to obtain a passing grade students must complete the following:

- Attend and participate in all clinical activities as defined above.
- Display the requisite counseling skills associated with clinical appraisal techniques reviewed in course.
- Demonstrate appropriate, professional behaviors toward peers and instructors.
- Return all scoring materials, templates, testing manuals, etc. that belong to the Counseling and Consulting Clinic.