

**The College of Education and Behavioral Sciences  
School of Education  
Houston Baptist University  
Course Syllabus  
PSYC 6302: Measurement & Appraisal  
FALL 2014**

**COURSE DESCRIPTION**

Principles and techniques of psychological measurement are emphasized. Major instruments are surveyed, exclusive of projective measures and individual intellectual measures. The knowledge and skills covered can apply in a variety of settings; agencies, clinics, schools, and businesses. Uses and critical evaluation of achievement, aptitude, interest, and non-projective personality tests are included, as are experiences in administering and scoring of tests, and ethical standards for uses of tests.

**Course Correlation to Pedagogy and Professional Responsibilities**

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (3).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Assessment, including: socio-emotional, including behavioral and cultural, assessment" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(B).

**COURSE SEQUENCE/PREREQUISITE**

This course may be taken at any time during graduate study. It is a required course for the MAP, MAC, and MACC degrees.

**DATE AND TIME OF CLASS MEETINGS:**

Thursdays 6:30 – 9:00 pm

Hinton 114

**INSTRUCTOR INFORMATION**

Roxy M. Riefkohl - Siegrist, Ph.D., LPC

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Phone: 281.649.3036

Office location: Hinton 346B

Office Hours: TBA

**LEARNING RESOURCES: Required**

Course Text(s):

Urbina, S. (2004). *Essentials of Psychological Testing*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 0471480762

Flanagan, J.S., & Flanagan, R.S. (2013). *Clinical Interviewing* (fifth ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 1118419561

Supplementary Text(s): Recommended

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010). Washington, DC: American Psychological Association. ISBN: 1433805618

## **RELATION TO THE MISSION STATEMENT OF THE UNIVERSITY:**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a learning experience that helps to prepare students with the knowledge and skills necessary to excel as professional counselors. Students will develop the knowledge and skills necessary to understand, administer, and interpret assessment tools, and to apply this information in a fair and clinically useful manner.

Given that Houston Baptist University is founded on Christian principles and values, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course.

In accordance with Houston Baptist University’s purpose this course endeavors to: 1) provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the learning process 2) encourage academic excellence, freedom, and objectivity 3) promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

## **RELATION TO GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES:**

*The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.*

*To accomplish this mission, we will provide students with the following:*

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;*
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom;*
- and*
- an understanding of their Christian mission and calling to influence individuals and the larger society.*

In support of the mission of COEBS, this course will provide students with the foundational knowledge and beginning skills necessary to utilize assessment in order to provide mental health services to help broad populations in an ethical, competent manner.

## RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student’s degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course provides the foundational skills for provision of assessment services in the mental health field, including the functions of an LSSP. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes the importance of wisely choosing reliable and valid instruments and performing assessment from a multiculturally competent perspective.

## RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course provides the foundational skills for provision of assessment services in the mental health field, including those kinds of assessments most common to counselors. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes the importance of wisely choosing reliable and valid instruments and performing assessment from a multiculturally competent perspective.

## COURSE LEARNING OBJECTIVES:

### Overview and Purpose of the Course

The purpose of this course is to introduce the student to the different methods of psychological assessment.

Upon completion of this course, students should be able to:

1. Identify and describe what psychological testing is, why we administer psychological tests and how the process of assessment is carried out
2. Describe the meaning and types of validity and reliability

3. Interpret and describe essential statistics and the concepts of score interpretation
4. Conduct a clinical interview
5. Describe the essentials of writing a clinical report
6. Compare, contrast, and characterize group and individual tests with regard to purpose and design
7. Identify ethical principles and practices in testing
8. Identify and describe considerations when testing special populations (cultural, challenging and young clients, etc.)

## **SCHOOL OF BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the National Association of School Psychologists (NASP) and Texas State Board of Professional Counseling (Requirements of the Texas Administrative Code TAC **§681.31**) are also included as part of this course.
- A list of specific NASP and Texas State Board of Professional Counseling competencies for this course is presented below.

### **NASP Domains**

The following NASP and Texas State Board of Professional Counseling standards *for Graduate Preparation of School Psychologists and Professional Counselor* Competencies are addressed in part or in full in this course:

School Psychologist:

#### Domain I - Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

#### Domain II - Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

#### Domain III – Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

#### Domain IV - Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

#### Domain IX – Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

#### Professional Counselor:

The use of specific methods, techniques, or modalities within the practice of professional counseling is limited to professional counselors appropriately trained and competent in the use of such methods, techniques, or modalities. Authorized counseling methods techniques and modalities may include, but are not restricted to, the following:

- education counseling which utilizes formal and informal counseling methods and assessments and appraisal instruments for the purpose of determining strength, weakness, mental condition, emotional stability, intellectual ability, interest, skill, aptitude, achievement, and other personal characteristics of individuals for the selection of and placement in educational settings, preschool through postdoctoral study;
- assessing and appraising, in compliance with §681.43 of this title (relating to Testing), which utilizes formal and informal instruments and procedures, for which the counselor has received appropriate training and supervision, in individual and group settings for the purposes of determining the client's strengths and weaknesses, mental condition, emotional stability, intellectual ability, interests, aptitudes, achievement level and other personal characteristics for a better understanding of human behavior, and for diagnosing mental disorders; but does not permit the diagnosis of a physical condition or physical disorder

## TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. The foundation, preparation, and characteristics of clinical interviewing and structure of the interview process.
2. Assessment within the interview process (including a suicide assessment).
3. Interviewing, testing and working with special populations (cultural, challenging and young clients, etc.)
4. Writing and interpretation of a thorough intake report.
5. An introduction to psychological tests and their uses.
6. Essential statistics for testing.
7. Essentials of test score interpretation, reliability, validity, test item considerations, and test use.
8. Identification and characteristics of tests used in the school and private setting.
9. Assessment in the school setting (RTI, Special Education, 504) vs. interviewing & assessment in a private setting.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

## TEACHING STRATEGIES

A variety of learning methods will be used including the following:

- interactive lecture/discussion/reading
- small group and individual activities and/or projects
- designing and implementing learning activities
- use of media/technology/online interactive access
- literature research/review/presentation

## ASSESSMENT OF LEARNING

Assignment	Learning Objectives	Point Value
<b>CLINICAL INTERVIEW</b>	1,4,7,8	100
<b>TEST INTERPRETATION ASSIGNMENT</b>	1,3,6,7,8	50
<b>TEST REPORT</b>	1,5	100
<b>PSYCHOLOGICAL TEST EVALUATION/PRESENTATION</b>	1,2,6,8	100
<b>PARTICIPATION</b>	1,2,3,4,5,6,7,8	50

<b>MID TERM</b>	1,2,3,4,5,6,7,8	50
<b>FINAL EXAM</b>	1,2,3,4,5,6,7,8	50

**Descriptions and rubrics for assignments are included at the end of this document.**

**These are assignments/activities that develop and /or assess state and national standards, including NASP domains and TAC standards (listed previously)**

**GRADING STANDARDS: TOTAL POINTS (500 points)**

470-500 = A  
 450-469 = A-  
 435-449 = B+  
 415-434 = B  
 400-414 = B-  
 385-399 = C+  
 365-384 = C  
 350-364 = C-  
 349 and below = F

**HBU GRADUATE SCHOOL GRADING SCALE:**

94-100%=A; 90-93%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 69% and below=F

**STUDENT EVALUATION OF FACULTY AND COURSE:**

Students will complete faculty appraisal forms as regularly administered by the University.

## **CLASS POLICIES**

### **ATTENDANCE**

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be "F" no matter what the test and paper scores might be. After two absences the student will drop a letter grade. If you are ill or have an emergency, please notify the professor before class, when possible. Please be on-time for class. If you are going to be late, contact the professor prior. Repeated tardiness will affect your grade.

### **ACADEMIC ACCOMODATIONS**

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties.

### **LATE WORK STATEMENT**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty). The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

### **MISSED TESTS**

All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given **ONLY** when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

### **USE OF ELECTRONIC DEVICES**

During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

### **GRADUATE LEVEL WORK**

You will be required to write and perform at a graduate level. Your writing should be clear, concise, scholarly and demonstrate good mechanical skills, including grammar, spelling, and punctuation. The Academic Success Center is available to all HBU students for assistance with writing, tutoring, etc. Ten points will automatically be deducted for substandard work.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

### **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Roxanne Riefkohl-Siegest, Ph.D.

07/23/14

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Instructor's Signature

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Date

**PSYC 6302: Measurement & Appraisal – FALL 2014**  
**COURSE ACKNOWLEDGEMENTS**

**Syllabus Statement**

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (NASP competencies, TAC standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

**Professional Integrity Statement**

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

**DO NOT:**

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm that I have read and understand the contents of this course Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

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[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

**PSYC 6302: Measurement & Appraisal – FALL 2014**  
**Tentative Schedule\***

<b>Date</b>	<b>Class topics and readings</b>	<b>Task(s)/Assignments</b>
<b>Aug 28</b>	Introduction and Course Overview	Sign Syllabus Read Essentials Ch 1
<b>Sept 4</b>	Chapter 1 Essentials	Read Ch 1 & 2 Flanagan
<b>Sept 11</b>	Chapter 1 & 2 Flanagan	Read Ch 13 Flanagan
<b>Sept 18</b>	Chapter 13 Flanagan	Read Ch 3, 4 & 5 Flanagan
<b>Sept 25</b>	Chapters 3, 4 & 5 Flanagan	Read Ch 6, 7 & 8 Flanagan
<b>Oct 2</b>	Chapters 6, 7 & 8 Flanagan	Read Ch 9 Flanagan
<b>Oct 9</b>	Chapter 9 Flanagan	Read Ch 2 & 3 Essentials
<b>Oct 16</b>	Chapter 2 Essentials Interview Assignment Due	Read Ch 3 Essentials <b>GRADE: ____/100</b>
<b>Oct 23</b>	Chapter 3 Essentials	Read Ch 4 Essentials
<b>Oct 30</b>	Chapter 4 Essentials Mid-Term	Read Ch 5 Essentials <b>GRADE: ____/50</b>
<b>Nov 6</b>	Chapter 5 Essentials Test Interpretation Assignment Due	Read Ch 6 & 7 Essentials <b>GRADE: ____/50</b>
<b>Nov 13</b>	Discussion of RTI, Special Education, 504 in school setting vs. interviewing & assessment in a private setting Chapter 6 & 7 Essentials Test Report Due	<b>GRADE: ____/100</b>
<b>Dec 4</b>	Psychological Test Evaluation/Presentations	<b>GRADE: ____/100</b>
<b>Dec 11</b>	Final Exam Participation	<b>GRADE: ____/50</b> <b>GRADE: ____/50</b>

\* Changes to the tentative agenda will be made as warranted by the professor with timely student notification.

## **ASSIGNMENT DESCRIPTIONS AND RUBRICS**

### **CLINICAL INTERVIEW ASSIGNMENT**

For this assignment, you will be partnered with a classmate. You will be collecting important information as well as conducting a clinical interview which will also include an intake form, intake interview, mental status exam, etc. to create an assessment plan.

### **TEST INTERPRETATION ASSIGNMENT**

For this assignment you will work with your partnered classmate and administer, score, and interpret a specific assessment.

### **TEST REPORT**

For this assignment, you will be required to write a testing report. You will use your intake, interview, and test results to write up your case study report. Format includes: demographics, test date, examiner, date of testing, methods of assessment, reason for referral, history and background, behavioral observations, analysis of test results, diagnosis, summary and interpretation, and recommendations.

### **PSYCHOLOGICAL TEST EVALUATION/PRESENTATION**

For this assignment, you will be required to present a test to the class with two other classmates. The assignment will include a review of a test that provides the purpose, qualifications, scales, norms, reliability, validity, standardization information, target population, publisher, cost, authors, test format/procedure, psychometric properties, administration and scoring process, etc. You will also be expected to give a critique /evaluation of the test including strengths and weaknesses. You will provide other classmates with a one page copy of your review.

### **PARTICIPATION**

Attendance and participation are mandatory. Students will be required to engage in individual and small group activities and discussions during class. Active participation in these activities is fundamental to your learning and evaluation.

### **MID-TERM/FINAL EXAM**

Two exams will be given during the semester based on the readings, lecture/discussions.

Interviewer/therapist Name: \_\_\_\_\_

Interviewee/ Client Name: \_\_\_\_\_

## **Clinical Interview Assignment (100 pts.)**

For this assignment, you will be partnered with a classmate. You will be conducting a clinical interview which will also include an intake form, intake interview, mental status exam, etc. to create an assessment plan.

**Interviews are the most basic and most frequently used method of psychological assessment and the most important means of data collection during a psychological evaluation (Watkins, Campbell, Nieberding, & Hallmark, 1995).**

**It is crucial that you explore and gain background information through interviewing BEFORE you complete any formal assessments, treatment or interventions.**

### **\_\_\_\_\_Case Scenario (5 pts.) You will turn this in.**

You will create a scenario (fictitious case study) that would bring you in for assessment/counseling. The example must include a life issue/situation that is causing anxiety. You will type this scenario (no longer than half a page double-spaced). You will give this scenario to a classmate who will use this scenario as you are interviewing them as your client (including using this case scenario to fill out your intake form, etc.).

### **\_\_\_\_\_Intake Form (10 pts.) You will turn this in.**

Students will research sample intake forms as well as sample forms posted on blackboard and will create their own intake form. This form will be given to and completed by your class partner. Remember to fill out intake form including reasoning and information related to your scenario (anxiety, etc.)

### **\_\_\_\_\_Intake Interview (including mental status exam/form) (20 pts.) You will turn this in.**

Create and type 20 questions that you feel you should ask after reading your classmate's intake form to collect more background information. You will ask these questions during your clinical interview with your partner. (During the body section of the interview).

### **\_\_\_\_\_Completed brief mental status form (5 pts.) You will turn this in.**

A sample brief mental status form will be posted on blackboard. You will complete this form while interviewing your partner. (During the body section of the interview).

## **Clinical Interview (50 pts.) You will turn this in.**

1. The Introduction (see Table 6.1) 15 pts. Type all comments/questions  
\_\_\_ 2pts. For introduction of self  
\_\_\_ 2 pts. For asking how client would like to be addressed  
\_\_\_ 2 pts. For engaging in small talk  
\_\_\_ 2 pts. For directing client to seat  
\_\_\_ 2 pts. For presenting your credentials  
\_\_\_ 2 pts. For explaining confidentiality  
\_\_\_ 2 pts. For explaining the purpose of the interview  
\_\_\_ 1 pt. For comment/question referring to compatibility to your and your clients expectations
  
2. The opening (see Table 6.2) 5 pts.  
\_\_\_ 5 pts. For your opening statement
  
3. The Body (including intake interview questions and MSE) (see Table 6.3) 10 pts.  
\_\_\_ 5 pts. Type your interview questions as well as your classmate's (client's) answers  
\_\_\_ 5 pts. Observe and fill out your brief mental status form to turn in
  
4. The Closing (see Table 6.4) Type possible comments that will be made. (10 pts.)  
\_\_\_ 2 pts. For a feeling reflection, validation or comment about your client's efforts  
\_\_\_ 2 pts. For summarizing crucial themes or issues that your client shared  
\_\_\_ 2 pts. For information to client about what will occur next (assessment)  
\_\_\_ 2 pts. For comments that instill hope (how can this assessment, counseling process, and the treatment plan help your client?)  
\_\_\_ 2 pts. For a question referring to any other client comments/questions/clarification and one to collaboratively schedule next appointment
  
5. The Termination (see Table 6.5) Type possible comments that will be made (10 pts.)  
\_\_\_ 5 pts. For explanation of time/discussing termination  
\_\_\_ 5 pts. For making a warm and comfortable termination statement

## **Interview Demonstration (10 pts.) Professor will be observing and grading the following:**

1. \_\_\_ Voice 2 pts.
2. \_\_\_ Nonverbal 2 pts.
3. \_\_\_ Attending 2 pts.
4. \_\_\_ Listening 2 pts.
5. \_\_\_ Eye Contact 2 pts.

## **TEST INTERPRETATION ASSIGNMENT (50 pts total)**

For this assignment you will work with your partnered classmate and administer, score, and interpret the DSM – 5 Self – rated Level 1 Cross – Cutting Symptom Measure – Adult Questionnaire and the Level 2 – anxiety short Form.

Remember to have your partner use the case scenario that you created! They will be completing this test as the client who has come in for assessment/counseling. **NOT THEMSELVES!**

- \_\_\_\_\_ 10 pts. for administration (turn in completed forms) Remember to have them answer according to their made-up story/issue (anxiety, etc.)
- \_\_\_\_\_ 20 pts. for correctly scoring the assessment
- \_\_\_\_\_ 20 pts. for correctly interpreting areas of concern (use charts provided)

Test Interpretation – DSM – 5 Self – Rated Level 1 Cross – Cutting Symptom Measure – Adult

Client Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: M/F

Interpretation provided by: \_\_\_\_\_ (clinician)

Areas of concern:

Domain	Domain Name	Domain Score	Threshold to guide further inquiry

Additional areas of inquiry/assessment needed in the following areas: \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Test Interpretation –Level 2 – Anxiety – adult

\*PROMIS emotional distress – anxiety – short form

Client Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: M/F

Interpretation provided by: \_\_\_\_\_ (clinician)

Total Raw Score:	T – Score:	T – Score interpretation:

Additional  
comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONFIDENTIAL**  
**PSYCHOLOGICAL ASSESSMENT REPORT (100 pts.)**

**\_\_\_\_\_ 5 pts. Identifying Information**

Name:

Date of Birth:

Age:

Date(s) of Evaluation:

Date of Report:

Examiner's Name:

**\_\_\_\_\_ 5 pts. Identifying Information and Reason for Referral (written in paragraph form)**

- A. Client name
- B. Age
- C. Sex
- D. Racial/ethnic information
- E. Marital status
- F. Referral source (and a telephone number, when possible)
- G. Reason for referral
- H. Presenting complaint (use a quote from the client to describe the complaint)

**\_\_\_\_\_ 5 pts. Behavioral Observations (and Mental Status Exam)**

Write a small paragraph describing YOUR observations

**\_\_\_\_\_ 5 pts. History of the Present Problem (or illness)**

- A. Include one paragraph describing the client's presenting problems and associated current stressors
- B. Include one or two paragraphs outlining when the problem initially began and the course or development of symptoms

**\_\_\_\_\_ 5 pts. Past treatment (Psychiatric) History and Family Treatment (Psychiatric) History**

- A. Include a description of previous clinical problems or episodes not included in the previous section (e.g., if the client is presenting with a problem of clinical anxiety, but also has a history of treatment for an eating disorder, the eating disorder should be noted here)

- B. Description of previous treatment received, including hospitalization, medications, psychotherapy or counseling, case management, and so on
- C. Include a description of all psychiatric and substance abuse disorders found in all blood relatives (i.e., at least parents, siblings, grandparents, and children, but also possibly aunts, uncles, and cousins)
- D. Also include a list of any significant major medical disorders in blood relatives (e.g., cancer, diabetes, seizure disorders, thyroid disease)

\_\_\_\_\_ **10 pts. Relevant Medical History**

- A. List and briefly describe past hospitalizations and major medical illnesses (e.g., asthma, HIV positive, hypertension)
- B. Include a description of the client's current health status (it's good to use a client quote or physician quote)
- C. Current medications and dosages
- D. Primary care physician (and/or specialty physician and contact information)

\_\_\_\_\_ **5 pts. Developmental History**

Small paragraph referencing developmental milestones

\_\_\_\_\_ **10 pts. Social and Family History**

- A. Early memories/experiences (including, when appropriate, descriptions of parents and possible abuse or childhood trauma)
- B. Educational history
- C. Employment history
- D. Military history
- E. Romantic relationship history
- F. Sexual history
- G. Aggression/Violence history
- H. Alcohol/Drug history (if not previously covered as a primary problem area)
- I. Legal history
- J. Recreational history
- K. Spiritual/Religious history

\_\_\_\_\_ **5 pts. Current Situation and Functioning**

- A. A description of typical daily activities
- B. Self-perceived strengths and weaknesses
- C. Ability to complete and normal activities of daily living

**Tests Administered**

- Clinical Interview with \_\_\_\_\_
- DSM – 5 Self – rated Level 1 Cross – Cutting Symptom Measure – Adult Questionnaire
- LEVEL 2—Anxiety—Adult (PROMIS Emotional Distress—Anxiety— Short Form)

\_\_\_\_\_ **5 pts. Test Results**

Small paragraph describing test results

**Diagnostic Impressions (Leave this section blank)**

- A. Brief discussion of diagnostic issues
- B. Diagnostic code and label from ICD – 10 or DSM – 5

\_\_\_\_\_ **20 pts. Case formulation/Treatment Plan/Recommendations**

- A. Include a paragraph description of how you conceptualize the case. This description will provide a foundation for how you will work with this person. For example, a behaviorist will emphasize reinforcement contingencies that have influenced the client’s development of symptoms and will likely aid in alleviation of client symptoms. Alternatively, a psychoanalytically oriented therapist will emphasize personality dynamics and historically significant and repeating relationship conflicts
- B. Include a paragraph description (or list) of recommended treatment approaches (Need to be based on reason for referral. Clear, precise, relevant recommendations)

\_\_\_\_\_ **20 pts. Summary**

Summary should NOT present any new information, but you should be able to give all the relevant information in a couple paragraphs. Remember, this may be the only part people actually read! THOROUGH, CONCISE, CLEAR! 😊

\_\_\_\_\_  
Examiner/Therapist

\_\_\_\_\_  
Date

A few other points:

1. The report needs to be clear, concise, comprehensive, professional, and practical
2. Write the report in third person
3. Underline, bold, italicize and double space between headings but single space paragraphs
4. Write the report in past tense as often as possible
5. Write in complete sentences and no errors (spelling, grammar, etc.)

## Psychological Test Evaluation/Presentation

For this assignment, you will be required to present a test to the class with two other classmates. In preparation for your presentation, you need to complete a thorough search of the literature related to the instrument you have chosen and complete the template below addressing each of the items listed. Your group should then complete the template in preparation for your presentation. Your presentation should be professional and include a one page handout for each person in class (you may use your template).

### Psychological Test Evaluation/Presentation Grading Rubric

Names: \_\_\_\_\_ Total: \_\_/100

	5-7 pts. All information provided is correct and in clear, complete, grammatically correct language	3-5pts All information is provided, but is vague, incorrect, incomplete, or grammatically incorrect in some or all areas.	1-3 pts. Information is missing and/or is vague, incorrect or incomplete in its entirety with multiple grammatical errors.	0 pts. Item is not addressed
Publisher, Authors Edition, Cost				
Construct Assessed Intended Purpose/Use of test				
Target Population Standardization Information				
Qualifications/training Certification needed				
Validity				
Reliability				
Test format/procedure Administration/scoring				
Types of Scores/Scales Norms				

Strengths. Weaknesses Possible Misuses				
Current references provided in correct APA format				
<b>Group Presentation</b>				
	15-20 pts Presentation is professional, interesting and covers all items	10-15 pts Presentation covers all of the required items, or is professional but does not cover all	5-10 pts Presentation does not cover all of the items in a professional, interesting format	0 pts. No presentation
<b>Group Presentation/Handout (10 pts.) _____</b>				

Names: \_\_\_\_\_

### Test Evaluation Template (PSYC 6302)

- Name of Test:
- Test Publisher:
- Test Author(s):
- Current Edition Date:
- Cost:
- Construct Assessed:
- Intended Purpose /Use of Test:
- Target Population:
- Standardization Information:
- Qualifications or training/skills required to administer:
- Certification required (if yes how is that obtained):
- Summary of Validity Data (be sure to indicate source(s), ie, MMY):
- Summary of Reliability Data (be sure to indicate source(s), ie, MMY):
- Test format/procedures:
- Administration and Method of Scoring:

- Types of scores/scales yielded:
- Norms:
- Strengths of the test:
- Weaknesses of the test:
- Possible Misuse(s) of test:
- References you used in your literature search/review: