



Clinical Assessment and Psychometrics
COUN 5062
Fall Semester
Three Credit Hours

Contact Information

Instructor: Thomas Foster

Phone Number: 318-342-1298

Email Address: tfoster@ulm.edu

Office Hours: By appointment

Preferred mode of communication with instructor: email and zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This course is designed to provide students with the specific knowledge and skills necessary for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting topics such as personality, intellectual, family, educational, vocational, and social functions may be used. Principles of measurement, data gathering, and interpretation are discussed. Ethics, ethnic, and cultural bias are examined.

Prerequisites

N/A

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Provide a clinical assessment using a clinical interview	
Understand basic and intermediate psychometrics	
Administer, score, and interpret psychological instruments	
Construct a case conceptualization and treatment plan	
Students will learn the following CACREP standards:	
	Core 2.F.
essential interviewing, counseling, and case conceptualization skills	5.g
developmentally relevant counseling treatment or intervention plans	5.h
development of measurable outcomes for clients	5.i
historical perspectives concerning the nature and meaning of assessment and testing in counseling	7.a
methods of effectively preparing for and conducting initial assessment meetings	7.b
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	7.c
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	7.f
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	7.g
reliability and validity in the use of assessments	7.h
use of assessments relevant to academic/educational, career, personal, and social development	7.i
use of environmental assessments and systematic behavioral observations	7.j
use of symptom checklists, and personality and psychological testing	7.k
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	7.m
	CMHC 5.C.
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1.c
psychological tests and assessments specific to clinical mental health counseling	1.e

Course Topics

Clinical interviewing, psychometrics, instrumentation, case conceptualization, treatment planning

Instructional Methods and Activities

Moodle Posts (50pts)

Each week be prepared to discuss the readings in the **Coffee Shop Discussion Board**. Pull out one thing out of the weekly readings, lectures, and/or extra readings each week you want to talk more about, have questions about, or want to contest. At a minimum, post about:

- How these things relate to you on a personal level (please disclose appropriately)
- How these things will make you a better clinical mental health or school counselor

Students will respond to at least two others' posts each week to receive full credit.

Students have the option of what format they wish to engage within the Coffee Shop Discussion board. Students may submit a written or video post to the board. Students may also submit a group discussion post to the board. Students may respond to others' posts in written form or by individual or group video. Students are free to change their formats week to week.

In addition this semester, I will be hosting a synchronous Coffee Shop Discussion Board every Monday at 10amCST through Zoom. This discussion board will focus on content from the previous week on the Assessment class and the Research class. It will be recorded and uploaded to the Coffee Shop Discussion Board. Participation in this discussion would count for a week's posting and responses. Please join me for a live discussion!

Readings

The success of this course depends on you reading the assigned book chapters and instrument manuals before class. I encourage conversation about the readings so to better understand the material. In addition, when reading the instrument manuals, you will be asked to critique the psychometric integrity of each instrument. You will not receive credit for completing the assigned readings but could lose overall points if you come to class unprepared and unengaged.

Mid-Term Exam (100 pts)

The mid-term exam will consist of all of the content related to the first part of the semester. Questions will test your content knowledge (multiple choice, true false, and fill in the blank, short answer questions) related to the clinical interview.

Final Exam (150 pts)

The final exam will be cumulative of everything covered in class. Questions and possibly a clinical demonstration will test your knowledge of the clinical interview, psychometrics,

Syllabus content and schedule subject to change

instrumentation, case conceptualization, and treatment planning. This exam will serve as the Key Performance Indicator for the CACREP Standards.

Case Conceptualization and Treatment Planning Project (100 pts)

You will complete a case conceptualization and treatment plan for the client actor you observed on Zoom.

Evaluation and Grade Assignment

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

Class Policies and Procedures

Required Textbooks (also uploaded to Moodle)

Othmer, E. O., & Othmer, S. C. (2002). *The clinical interview: Fundamentals*. American Psychiatric Publishing.

Dimitrov, D. M. (2012). *Statistical methods for validation of assessment scale data in counseling and related fields*. American Counseling Association.

Recommended Textbooks

Berman, P. S. (2015). *Case conceptualization and treatment planning*. Sage.

Whiston, S. C. (2012). *Principles and applications of assessment in counseling*. Brooks/Cole.

Readings will be available on Moodle. View Moodle regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Date	Topics for the Week	Activities
Week 1	Introductions to Clinical Assessment and Case Conceptualization	Othmer & Othmer: 1
	Framework of clinical assessment	Lectures 1 and 2
Week 2	Developing Rapport	Othmer & Othmer: 2
	Ethics in Assessment	ACA Ethics (2014) Section E
		Lecture 3
		Lecture on Assessment Ethics
Week 3	Information-gathering techniques	Othmer & Othmer: 3
	The biopsychosocial assessment: breaking it down to build it up	Lecture 4
Week 4	Mental Status	Othmer & Othmer: 4
	Mini Mental Status Exam	Lecture 5
		MMSE Demonstrations
Week 5	Testing	Othmer & Othmer: 5
		Lecture 6
Week 6	The Diagnostic Assessment	Othmer & Othmer: 6 & 7
	Suicide / Homicide Assessment	Lecture 7

Syllabus content and schedule subject to change

		Lecture on Suicide Assessment
Week 7	Introductions to Psychometrics	Dimitrov: 1 Lecture 8
Week 8	Variables and Measurement Data	Dimitrov: 2 (pp. 23-33) Lecture 9
Week 9	Validity and Reliability	Dimitrov: 3 Lecture 10
Week 10	Exploratory and Confirmatory Factor Analysis	Dimitrov: 5 & 6 (pp. 95-109) Lecture 11
Week 11		Midterm Exam
Week 12	Eating Disorder Assessment	Eating Disorder Inventory - 3 Manual: pp. 1-119 Lecture 12
Week 13	Anxiety and Depression Assessments	Beck Anxiety Inventory Manual State-Trait Anxiety Inventory Manual

Syllabus content and schedule subject to change

		Beck Depression Inventory Manual
		Lecture 13
Week 14		Measure of Psychosocial Development Manual
	Trauma and Development Assessments	Detailed Assessment of Posttraumatic Stress Manual
		Lectures 14 & 15
Week 15		Clark-Beck Obsessive Compulsive Inventory Manual
	Obsessive Compulsive Assessment	Lecture 16
Week 16		Berman 1 & 5
	Case Conceptualization: Introductions, Treatment Planning, and your Theoretical Approach	Maruish: 5
		Lecture 17

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Syllabus content and schedule subject to change

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website :
www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

**KPI Assessment COUN 5062 Grading Rubric
This will be assessed in your Tevera account**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
	2.F.	
essential interviewing, counseling, and case conceptualization skills	5.g	
developmentally relevant counseling treatment or intervention plans	5.h	
development of measurable outcomes for clients	5.i	
historical perspectives concerning the nature and meaning of assessment and testing in counseling	7.a	
methods of effectively preparing for and conducting initial assessment meetings	7.b	
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	7.c	
use of assessments for diagnostic and intervention planning purposes	7.e	
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	7.f	
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	7.g	
reliability and validity in the use of assessments	7.h	
use of assessments relevant to academic/educational, career, personal, and social development	7.i	

Syllabus content and schedule subject to change

use of environmental assessments and systematic behavioral observations	7.j
use of symptom checklists, and personality and psychological testing	7.k
use of assessment results to diagnose developmental, behavioral, and mental disorders	7.l
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	7.m
	CMHC 5.C.
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1.c
psychological tests and assessments specific to clinical mental health counseling	1.e
	Performance Level 1-5
Average	(i.e., total scores divided by number of requirements/standards)
Percentage	(i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$)
Total Points	(i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)

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