CNE 732 ADVANCED APPRAISAL TECHNIQUES
Summer 2009

Advanced Appraisal Techniques is a required course for the Counselor Education Core for the Ph.D. program in Counselor Education

College of Education
Educational Leadership and Counseling Department

Instructor: Rebecca A. Robles-Piña
Department of Educational Leadership & Counseling
P.O. Box 2119
Rm 319-D
Huntsville, TX. 77341
Office: 936-294-1118
Fax: 936-2943886
dev_rar@shsu.edu
Classroom TEC 341

Teaching Assistant: Leigh Falls
Doctoral Candidate
Office: 323
Cell: 281-883-2544
leighfalls@suddenlink.net

Texts:


Readings to be given out in class:


ACA Code of Ethics and AACE documents downloaded from websites listed in course activities.
**Course Description:**
There are two goals for this course (1) to integrate data from cognitions, personality, interviews, and other records for use in diagnosis and treatment of children and adults and (2) to be informed consumers of psychological assessments and reports. For a final project, students will apply knowledge gathered from cognitive and personality measures in addition to interview and mental status exam measures in a case study presentation. Moreover, the case study will include diagnoses and recommendations for treatment.

**Upon successful completion of this course, students will be able to:**

**Standards Matrix:**

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards: CACREP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Include dates at the top</strong></td>
<td>Lecture and class discussion of:</td>
<td>Pre/Post Test (20 points)</td>
<td>K7b, K7c, K7d, K7e</td>
</tr>
<tr>
<td>TSW demonstrate the ability to choose tests that are psychometrically sound (reliable and valid).</td>
<td>reliability and validity of instruments</td>
<td>*TSW apply knowledge of reliability and validity by choosing a test from the Mental Measurements Yearbook &amp; BASC 2 example</td>
<td>K8a &amp; K8b</td>
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<tr>
<td></td>
<td>4 ways of collecting data</td>
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<td></td>
<td>Mental Measurements Yearbook &amp; BASC 2 example</td>
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<td></td>
<td>*Application of reliability and validity information.</td>
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<td></td>
<td>Pre/Post Test (20 points)</td>
<td>Pre/Post Test (50 points)</td>
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<td></td>
<td>Comprehensive Examination Questions</td>
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<tr>
<td><strong>TSW apply a conceptual matrix for assessment (intra-personal information, interpersonal information, stressors, &amp; coping mechanisms) to an individual case study.</strong></td>
<td>*TSW read Prior to Class:</td>
<td>*TSW apply conceptual matrix for assessment to psychological assessment report and career assessment report.</td>
<td>K7a, K7h, K7i</td>
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<tr>
<td></td>
<td>Essentials of Assessment Report</td>
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<td>Writing Chapters 1-2</td>
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<tr>
<td></td>
<td>Akiska Handout</td>
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<td></td>
<td>Hersen Handout</td>
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<tr>
<td></td>
<td>Wiger Handout</td>
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<td>Lecture &amp; Samples</td>
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<td>Conducting a clinical interview</td>
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<td>Conducting a mental status examination</td>
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<td>Integrating data from assessments into a conceptual matrix</td>
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<td>Report form</td>
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</tbody>
</table>
| TSW apply ethical standards to choice of testing instruments and procedures for assessment of an individual case study, and analyze testing data with sensitivity to cultural diversity issues. | *TSW Read Prior to Class:  
- Association for Assessment in Counseling and Education Standards for Multicultural Assessment (print out from website: [http://www.theaaceonline.com/](http://www.theaaceonline.com/))  
- Handout: MacCluskie  
- ACA Code of Ethics downloaded from [http://www.counseling.org](http://www.counseling.org)  

Lecture & Powerpoint  
Group application of cultural/ethical standards to cases. | Pre/Post Test (20 points)  
Group discussion and presentation of application of ethical and cultural standards to cases. | K1b  
K2a  
K7f, K7i |
|---|---|---|---|
| TSW conduct biopsychosocial interview with one adult or one child/parent. | *TSW read prior to class  
- Essentials of Assessment Report Writing Chapters 3-4  
- Akiska Handout  
- Hersen Handout  
- Wiger Handout  

Lecture & Powerpoint  
- Biopsychosocial  
- Triage  
- Cultural Nuances  
- Custody considerations  
- Abuse/Neglect  

Class Discussion  
In-Class Triadic Practice | Pre/Post Tests (20 points)  
Class discussion  
In-Class Practice Participation | K5a  
K7g & K7h |
|---|---|---|---|
| TSW conduct a mental status exam with one adult or child. | *TSW read prior to class  
- Essentials of Assessment Report Writing Chapters 1-2  
- Akiska Handout  
- Hersen Handout  
- Wiger Handout  

Lecture & Powerpoint:  
- Parts of MSE  
- Accessing information for MSE  
- Documenting MSE  

Class Discussion  
In-Class Triadic Practice | Pre/Post Tests (20 points)  
Class discussion  
In-Class Practice Participation | K5a  
K7g & K7h |
| TSW apply considerations for testing an adult and child from a diverse culture or a different language. | *TSW Read Prior to Class:  
- Association for Assessment in Counseling and Education Standards for Multicultural Assessment (print out from website: [http://www.theaaceonline.com/](http://www.theaaceonline.com/))  
- Handout: MacCluskie  
- ACA Code of Ethics  
TSW discuss findings from *Mexico assignment.*  
- Develop a 5 question survey relating to culture, SES, & and language relevant to psychological assessment.  
- Ask these 5 questions of professionals /students whom you meet in Mexico.  
- Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.  
- Identify implications for helping Mexican immigrants in USA. | Pre/Post Test (20 points)  
TSW discuss findings from Mexico assignment.  
Group discussion and presentation of application of ethical and cultural standards to cases.  
How many points will the following be worth?  
TSW discuss findings from *Mexico assignment.*  
- Develop a 5 question survey relating to culture, SES, & and language relevant to psychological assessment.  
- Ask these 5 questions of professionals /students whom you meet in Mexico.  
- Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.  
- Identify implications for helping Mexican immigrants in USA. | K1b, K1d, & K1h  
K2a  
K7f |
| TSW assess and evaluate the cognitive abilities of an adult or child using the KBIT-2. | *TSW Read Prior to Class:  
- Essentials of KAIT & other Kaufman measures, Ch. 1 & 3  
*TSW Review Prior to Class:  
- Essentials of KAIT & other Kaufman measures, Ch.8 |
Lecture and Powerpoint  
TSW work together in groups on interpretation of data.  
*TSW conduct a KBIT-2 assessment and evaluate the results and integrate findings into a psychological assessment report. | Pre/Post Test (20 Points)  
TSW work together in groups on interpretation of data.  
*TSW conduct a KBIT-2 assessment and evaluate the results and integrate findings into a psychological assessment report. | K7g & K7h |
| TSW assess and evaluate the personality of an adult using the MMPI-2, of a child using a BASC-2, and through the use of projective drawings. | *TSW Read Prior to Class:  
- Essentials of MMPI-2, Ch. 2-5, and 9-10  
- Leibowitz Handout  
- Essentials of Assessment Report Writing, Ch. 7  
*TSW Review Prior to Class:  
- Essentials of MMPI-2, Ch. 1, 6, 7, 8, & 11  
- BASC 2 Manual  
Lecture and Powerpoint:  
- MMPI 2  
- BASC 2  
- House/Tree/Person  
Class Discussion  
*TSW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.  
*TSW conduct a BASC-2 assessment and evaluate the results and integrate findings into a psychological assessment report.  
TSW conduct an assessment of House/Tree/Person in class.  
*TSW conduct an assessment of House/Tree/Person and evaluate the drawings and integrate findings into a psychological assessment report. | Pre/Post Test (20 Points)  
Class Discussion  
*TSW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.  
*TSW conduct a BASC-2 assessment and evaluate the results and integrate findings into a psychological assessment report.  
TSW conduct an assessment of House/Tree/Person in class.  
*TSW conduct an assessment of House/Tree/Person and evaluate the drawings and integrate findings into a psychological assessment report. | K7g & K7h |
| TSW assess and react to aspects of his/her own personality. | *TSW Read Prior to Class:  
- Essentials of MMPI-2, Ch. 2-5, and 9-10  
- Leibowitz Handout  
- Essentials of Assessment Report Writing, Ch. 7  
*TSW Review Prior to Class:  
- Essentials of MMPI-2, Ch. 1, 6, 7, 8, & 11  
- BASC 2 Manual  
- Essentials  
Lecture and Powerpoint  
*TSW administer the MMPI-2 to him/her self & score the test.  
*TSW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.  
*TSW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results. | Pre/Post Test (20 Points)  
TSW administer the MMPI-2 to him/her self & score the test.  
*TSW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.  
*TSW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results. | K7g & K7h |
<table>
<thead>
<tr>
<th><strong>TSW</strong> assess and evaluate career interests of an adult or adolescent.</th>
<th><strong>TSW</strong> conduct a Self Directed Search career assessment and evaluate the results.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TSW</strong> generate a report of career assessment data and feedback session with an adult or adolescent.</td>
<td><strong>TSW</strong> provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.</td>
</tr>
<tr>
<td><strong>TSW</strong> conduct a Self Directed Search career assessment and evaluate the results.</td>
<td><strong>TSW</strong> provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.</td>
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</tbody>
</table>

**Pre/Post Test (20 Points)**

**Class Discussion**

*TSW conduct a Self Directed Search career assessment and evaluate the results.*

*TSW provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.*

**K3a**

**K7g & K7h**

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<table>
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<tr>
<th><strong>TSW</strong> integrate the clinical interview, mental status, cognitive assessment, and personality assessment into a written psychological assessment report and oral presentation.</th>
<th><strong>TSW</strong> utilize all resources to generate an integrative psychological assessment report utilizing the conceptual framework provided in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TSW</strong> generate a report of career assessment data and feedback session with an adult or adolescent.</td>
<td><strong>TSW</strong> provide a copy of the report to the instructor.</td>
</tr>
<tr>
<td><strong>TSW</strong> conduct a Self Directed Search career assessment and evaluate the results.</td>
<td><strong>TSW</strong> present the report to the class utilizing powerpoint and demonstrate the ability to answer questions regarding the evaluation.</td>
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</tbody>
</table>

**Class Discussion**

**K7g & K7h**

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**K3a**

**K7g & K7h**

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**TSW** write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results.

**TSW** assess and evaluate career interests of an adult or adolescent.

**TSW** generate a report of career assessment data and feedback session with an adult or adolescent.

**TSW** conduct a Self Directed Search career assessment and evaluate the results.

**TSW** provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.

**K7g & K7h**
Web address for specialty organization standards: http://www.counseling.org/cacrep/2001standards700.htm

Web address for Conceptual Framework:

CACREP OBJECTIVES:

1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning
   K1b; professional roles, functions, & relationships with other human services providers
   K1d; Professional organizations, primarily ACA
   K1e; professional credentialing, including certification, licensure, and accreditation
   K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

2. Social and Cultural Diversity – Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious & spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
   K2a; Multicultural & pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally

3. Career Development – Studies that provide an understanding of career development and related life factors, including:
   K4a; Career development theories and decision-making models

5. Helping Relationships – Studies that provide an understanding of counseling and consultation processes, including all of the following:
   K5a. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills

7. Assessment – Studies that provide an understanding of individual and group approaches to assessment and evaluation, including the following:
   K7a. Historical perspectives concerning the nature and meaning of assessment;
   K7b. Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
   K7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
   K7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
   K7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
   K7f. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
   K7g. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
   K7h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
   K7i. Ethical and legal considerations.

8. Research and Program Evaluation – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the following:
   K8a. The importance of research and opportunities and difficulties in conducting research in the counseling profession
   K8e. Use of research to improve counseling effectiveness.

Course Format:

In a paragraph following your description of the course format, list the IDEA objectives (“essential” and “important”) that are central to your course objectives.
Course Content:
Instruction will consist of lectures, powerpoint presentations, narrative presentations, whole class discussions, small group work, self-selected inquiries, hands-on practice with several assessment techniques, and field experience in assessing a self-chosen client. Evaluation consists of an oral and written presentation integrating all segments discussed above.

Course Requirements:

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Activity (*Out of Class)</th>
<th>Points</th>
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<tbody>
<tr>
<td>June 3</td>
<td>Review Syllabus &amp; Assignment of Materials</td>
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<td></td>
<td>Reliability &amp; Validity, 4 Ways to collect Data:</td>
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<td></td>
<td><strong>Pre/Post Test</strong> Lecture and class discussion of</td>
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<td></td>
<td>• reliability and validity of instruments</td>
<td>20 points</td>
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<td></td>
<td>• 4 ways of collecting data</td>
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<td></td>
<td>• Mental Measurements Yearbook &amp; BASC 2 example</td>
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<td></td>
<td>• AACE Responsibilities of Users of Standardized Tests (website: <a href="http://www.theaaceonline.com/">http://www.theaaceonline.com/</a>)</td>
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<td></td>
<td>*Mental Measurements Assignment: Application of reliability and validity information. (Turn in June 10)</td>
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<td></td>
<td>Ethical Issues in Assessment:</td>
<td>20 points</td>
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<td></td>
<td><strong>Pre/Post Test</strong> TSW Read Prior to Class:</td>
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<td></td>
<td>• Association for Assessment in Counseling and Education Standards for Multicultural Assessment (print out from website: <a href="http://www.theaaceonline.com/">http://www.theaaceonline.com/</a>)</td>
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<td>• Handout: MacCluskie</td>
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<td>• ACA Code of Ethics downloaded from <a href="http://www.counseling.org">http://www.counseling.org</a></td>
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<td></td>
<td>Lecture &amp; Powerpoint</td>
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<td>Cultural Considerations in Assessment:</td>
<td>20 points</td>
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<td></td>
<td><strong>Pre/Post Test</strong> TSW Read Prior to Class:</td>
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<tr>
<td></td>
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<td>• ACA Code of Ethics</td>
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<td></td>
<td>*Mexico assignment.</td>
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<td></td>
<td>• Develop a 5 question survey relating to culture, SES, &amp; and language relevant to psychological assessment.</td>
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<td>• Ask these 5 questions of professionals /students whom you meet in Mexico.</td>
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<td>• Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.</td>
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<td>• Identify implications for helping Mexican immigrants in USA.</td>
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<td>Group application of cultural/ethical standards to cases.</td>
<td>20 points</td>
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</table>
**June 10**

**Turn in Mental Measurements Assignment**

**Clinical Interviewing:**
*Pre/Post Test*
*TWS read prior to class*
- Essentials of Assessment Report Writing Chapters 3-4
- Akiska Handout
- Hersen Handout
- Wiger Handout

**Lecture & Powerpoint**
- Biopsychosocial
- Triage
- Cultural Nuances
- Custody considerations
- Abuse/Neglect

**Class Discussion**

**In-Class Triadic Practice**

**Mental Status Exam:**
*Pre/Post Test*
*TWS read prior to class*
- Essentials of Assessment Report Writing Chapters 1-2
- Akiska Handout
- Hersen Handout
- Wiger Handout

**Lecture & Powerpoint:**
- Parts of MSE
- Accessing information for MSE
- Documenting MSE

**Class Discussion**

**In-Class Triadic Practice**

**Conceptual Matrix & Report Form:**
*Pre/Post Test*
*TWS read Prior to Class:*
- Essentials of Assessment Report Writing Chapters 1-2
- Akiska Handout
- Hersen Handout
- Wiger Handout

**Lecture & Samples**
- Conducting a clinical interview
- Conducting a mental status examination
- Integrating data from assessments into a conceptual matrix
- Report form
Personality Assessment: MMPI 2

Pre/Post Test

*T SW Read Prior to Class:
- Essentials of MMPI-2, Ch. 2-5, and 9-10
- Essentials of Assessment Report Writing, Ch. 7

*T SW Review Prior to Class:
- Essentials of MMPI-2, Ch. 1, 6, 7, 8, & 11

Lecture and Powerpoint:
- MMPI 2

* T SW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.

* T SW conduct a MMPI-2 assessment of themselves and write a report:

*T SW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.

- 10 points written reflection
- 20 points analysis of data
- 10 points quality of reflection
- 10 points implications for testing others
- 2-5 pages

<table>
<thead>
<tr>
<th>Score MMPI 2 for Self</th>
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<td>June 17</td>
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*Mexico Assignment

- Develop a 5 question survey relating to culture, SES, & and language relevant to psychological assessment.
- Ask these 5 questions of professionals / students whom you meet in Mexico.
- Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.
- Identify implications for helping Mexican immigrants in USA.

*Self-Assessment of MMPI 2

* T SW conduct a MMPI-2 assessment of themselves and write a report:

*T SW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.

*T SW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results.

- 10 points written reflection
- 20 points analysis of data
- 10 points quality of reflection
- 10 points implications for testing others
- 2-5 pages

<table>
<thead>
<tr>
<th>Score MMPI 2 for Self</th>
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Turn in both assignments by July 6. If late, must meet with instructor. E-mail to: leighfalls@suddenlink.net
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>June 24</td>
<td>Cognitive Assessment:</td>
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<td></td>
<td><strong>Pre/Post Test</strong></td>
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<td></td>
<td>* TSW Read Prior to Class:</td>
<td>20</td>
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<td></td>
<td>- Essentials of KAIT &amp; other Kaufman measures, Ch. 1 &amp; 3</td>
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<td>* TSW Review Prior to Class:</td>
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<td></td>
<td>- Essentials of KAIT &amp; other Kaufman measures, Ch. 8</td>
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<td></td>
<td>Lecture and Powerpoint</td>
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<td>* TSW conduct a KBIT-2 assessment and evaluate the results and integrate</td>
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<td>findings into a psychological assessment report.</td>
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<td><strong>Personality Assessment – BASC 2 &amp; HTP</strong></td>
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<td><strong>Pre/Post Test</strong></td>
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<td>- Leibowitz Handout</td>
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<td>* TSW Review Prior to Class:</td>
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<td></td>
<td>- BASC 2 Manual</td>
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<td>Lecture and Powerpoint</td>
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<td></td>
<td>- BASC 2</td>
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<td></td>
<td>- House/Tree/Person</td>
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<td></td>
<td>Class Discussion</td>
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<td></td>
<td>* TSW conduct a BASC-2 assessment and evaluate the results and integrate</td>
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<td></td>
<td>findings into a psychological assessment report.</td>
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<td></td>
<td>* TSW conduct an assessment of House/Tree/Person in class.</td>
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<td>* TSW conduct an assessment of House/Tree/Person and evaluate the</td>
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<td></td>
<td>drawings and integrate findings into a psychological assessment report.</td>
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<td>July 1</td>
<td>Out of Class</td>
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<td>Conduct Assessments:</td>
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<td></td>
<td>Clinical Interview, Mental Status Exam, MMPI-2, BASC 2, HTP</td>
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<td>Score MMPI 2, BASC 2</td>
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<tr>
<td>July 8</td>
<td>Score MMPI 2 Prior to Class</td>
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<tr>
<td></td>
<td>In class work on personality assessment interpretation.</td>
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### July 15

Score KBIT 2 prior to class !!!!!!!!!!!!!!!!!!!!!!!

**Career Assessment:**

*Pre/post Test*

TSW Read Prior to Class:
- Essentials of Career Interest Inventories, Ch. 1 & 4

*TSW Review Prior to Class:
- Essentials of Career Interest Inventories, Ch. 5

Lecture and Powerpoint

*TSW conduct a Self Directed Search career assessment and evaluate the results.*

*TSW provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.*
- 10 points Assessment
- 30 points Technical Written Report
- 30 points Analysis of Results
- 30 points Reflection on Feedback Session

*(Turn in by July 22nd. E-mail to Leighfalls@suddenlink.net)*

If late meet with instructor.

In class work on Cognitive Assessment Interpretation.

### July 22

**Turn in Career Assessment Report:**
- 10 points Assessment
- 30 points Technical Written Report
- 30 points Analysis of Results
- 30 points Reflection on Feedback Session

In class work on Psychological Assessment Report & Oral Presentation.

Written report due July 29th. E-mail to Leighfalls@suddenlink.net*

If late meet with instructor.

### July 29

**Turn in Written Psychological Assessment Report**

5 Oral Presentations In Class
- Kristen, Bippin, Marcella, Michael, Tina

### Aug 5

5 Oral Presentations in Class
- Pedra, Tonya, Mary, Andrew, Rebecca

### Class Participation & Attendance

| Total Points Possible | 900 points |
Evaluation (*indicates field-based activity):

200 Points: Pre/Post Tests (20 points each)
- Reliability, Validity & AACE Responsibilities
- Conceptual Matrix
- Ethical Considerations
- Clinical Interviewing
- Mental Status Exam
- Cultural Considerations
- Cognitive Assessment
- Personality Assessment: BASC 2 & Projective Drawings
- Personality Assessment: MMPI-2
- Career Assessment & Consultation

100 Points: In Class Assignments
- 40 Points Participation in Class Discussion & Attendance
- 20 Points Group Application of Ethical & Cultural Standards, Presentation
- 20 Points Triadic Practice of Clinical Interview & Mental Status Exam
- 20 Points House, Tree, Person Assessment In-Class Practice

100 Points: Less Intensive Out of Class Assignments
- 50 Points Mental measurements Assignment
- 30 points Structure,, 10 points Written Presentation, 10 points Oral Presentation

- 50 Points 10 points Written Presentation, 20 points Analysis of Data, 10 points Quality of Reflection, 10 points Implications for Testing Others

100 Points: Mexico Assignment:
- 10 Points Develop 5 Survey Questions
- 30 Points Written Summary
- 30 Points Reflection on Interactions with Psychologists in Mexico
- 30 Points Implications for Mexican Immigrants in America

100 Points: Career Assessment Report
- 10 Points Conduct Assessment
- 30 Points Technical Writing
- 30 Points Analysis of Results
- 30 Points Reflection on Feedback Session

200 Points: Written Psychological Assessment Report
- 20 Points Each: Technical Writing, Clinical Interview, Mental Status Exam, Cognitive Assessment, Personality Assessment (MMPI 2), Personality Assessment (House, Tree Person), Diagnosis, Recommendations

- 40 Points: Integrative Summary (Application of Conceptual Matrix)

100 Points: Oral Presentation of Psychological Assessment Report
- 15 Points Powerpoint & Oral Presentation (Ability to answer questions)
- 25 Points Presentation of Test Results & Evaluation of Data Gathered
- 25 Points Integrative Summary
- 10 Points Diagnosis
- 25 Points Recommendations

900 Total Points
A = 810-900 (90-100%)
B = 720-809 (80-89%)
C = 630-719 (70-79 %)
F = Below 630 (69% or less)
Expectations:

1. **Student Absences of Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absence himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. The request must be made within the first 15 days of the semester and within the first 7 days of the summer semester. Any violation of the said agreement may be appealed to the department chair.

2. **Students with Disabilities:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**Americans with Disabilities Act:** SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

3. **Electronic Devices:** All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.

4. **Late Work:** All course work is due on the date specified. Late work will not be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.

5. **Attendance:** Participation is both expected and required in class. Attendance is expected at all class sessions. Two absences may be taken without penalty. More than two absences will result in lowering of the grade by a letter for each absence above two. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. Do not notify the professor via email regarding an absence on the day of class, unless there is an extreme emergency. Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

6. **Course Requirements:** The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

7. **Academic Honesty:** Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.

8. **Student Conduct:** Graduate students are governed by the SHSU’s policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at [http://www.tsus.edu/pubs/Pubs/rules_regs.html](http://www.tsus.edu/pubs/Pubs/rules_regs.html). Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

9. **Course Concerns:** Please see the professor if there are any concerns before consulting the department chair or other program administrator.