

## **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**

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#### **Texts:**

Lichtenberger, E. O., Broadbooks, D. Y., & Kaufman, A. S. (2000). *Essentials of cognitive assessment with KAIT and other Kaufman measures*. New York: John Wiley & Sons, Inc.

Lichtenberger, E. O., Mather, N. Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: John Wiley & Sons, Inc.

Nichols, D. S. (2001). *Essentials of MMPI-2 assessment*. New York: John Wiley & Sons, Inc.

Prince, J. P., Heiser, L. J. (2000). *Essentials of career interest assessment*. New York: John Wiley & Sons, Inc.

#### **Readings to be given out in class:**

Akiskal, H. S., & Akiskal, K. (1994). Mental status examination: The art and science of the clinical interview. In M. Hersen & S. M. Turner (Eds.) *Diagnostic Interviewing* (2<sup>nd</sup> ed.) (pp. 25-50). New York: Plenum Press.

DeFrance, E. A. (2004). *MMPI-2 interpretation guidelines*.

Hersen, M., & Turner, S. M. (1994). The interviewing process. In M. Hersen & S. M. Turner (Eds.) *Diagnostic Interviewing* (2<sup>nd</sup> ed.) (pp. 3-22). New York: Plenum Press.

Leibowitz, M. (1999). *Interpreting projective drawings: A self psychological approach*. New York: Routledge.

- Introduction, pp. 1-7.
- Using Projective Drawings in Practice-Structural Analysis-General Factors, pp. 25-32.

MacCluskie, K. C., Welfel, R. R., & Toman, S. M. (2002). *Using test data in clinical practice: A handbook for mental health professionals*. Thousand Oaks, CA: Sage Publications, Inc.

- Considerations of Diversity Issues in Testing, pp.19-25 and Chapter 9.

Wiger, D. E. (1999). *The psychotherapy documentation primer*. New York: John Wiley & Sons, Inc.

- The Biopsychosocial Assessment, pp. 25-60
- The Mental Status Exam, pp. 61-76

**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:**

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: CACREP Standards
<p><b>Include dates at the top</b></p> <p>TSW demonstrate the ability to choose tests that are psychometrically sound (reliable and valid).</p>	<p>Lecture and class discussion of</p> <ul style="list-style-type: none"> <li>• reliability and validity of instruments</li> <li>• 4 ways of collecting data</li> <li>• Mental Measurements Yearbook &amp; BASC 2 example</li> <li>• AACE Responsibilities of Users of Standardized Tests (website: <a href="http://www.theaaceonline.com/">http://www.theaaceonline.com/</a>)</li> </ul> <p>*Application of reliability and validity information.</p>	<p>Pre/Post Test (20 points)</p> <p>*TSW apply knowledge of reliability and validity by choosing a test from the Mental Measurements Yearbook &amp; creating a review of the test using the BASC 2 example provided in class. (50 points)</p> <p>Comprehensive Examination Questions</p>	<p>K7b, K7c, K7d, K7e</p> <p>K8a &amp; K8b</p>
<p>TSW apply a conceptual matrix for assessment (intra-personal information, interpersonal information, stressors, &amp; coping mechanisms) to an individual case study.</p>	<p>*TSW read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 1-2</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Samples</p> <ul style="list-style-type: none"> <li>• Conducting a clinical interview</li> <li>• Conducting a mental status examination</li> <li>• Integrating data from assessments into a conceptual matrix</li> <li>• Report form</li> </ul>	<p>Pre/Post Test (20 points)</p> <p>TSW practice clinical interviewing in class</p> <p>*TSW apply conceptual matrix for assessment to psychological assessment report and career assessment report.</p>	<p>K7a, K7h, K7i</p>

<p>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.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• Handout: MacCluskie</li> <li>• ACA Code of Ethics downloaded from <a href="http://www.counseling.org">http://www.counseling.org</a></li> </ul> <p>Lecture &amp; Powerpoint</p> <p>Group application of cultural/ethical standards to cases.</p>	<p>Pre/Post Test (20 points)</p> <p>Group discussion and presentation of application of ethical and cultural standards to cases.</p>	<p>K1 b</p> <p>K2a</p> <p>K7f, K7i</p>
<p>TSW conduct biopsychosocial interview with one adult or one child/parent.</p>	<p>*TSW read prior to class</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 3-4</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Powerpoint</p> <ul style="list-style-type: none"> <li>• Biopsychosocial</li> <li>• Triage</li> <li>• Cultural Nuances</li> <li>• Custody considerations</li> <li>• Abuse/Neglect</li> </ul> <p>Class Discussion</p> <p>In-Class Triadic Practice</p>	<p>Pre/Post Tests (20 points)</p> <p>Class discussion</p> <p>In-Class Practice Participation</p>	<p>K5a</p> <p>K7g &amp; K7h</p>
<p>TSW conduct a mental status exam with one adult or child.</p>	<p>*TSW read prior to class</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 1-2</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Powerpoint:</p> <ul style="list-style-type: none"> <li>• Parts of MSE</li> <li>• Accessing information for MSE</li> <li>• Documenting MSE</li> </ul> <p>Class Discussion</p> <p>In-Class Triadic Practice</p>	<p>Pre/Post Tests (20 points)</p> <p>Class discussion</p> <p>In-Class Practice Participation</p>	<p>K5a</p> <p>K7g &amp; K7h</p>

<p>TSW apply considerations for testing an adult and child from a diverse culture or a different language.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• Handout: MacCluskie</li> <li>• ACA Code of Ethics</li> </ul> <p>TSW discuss findings from *Mexico assignment.</p> <ul style="list-style-type: none"> <li>• Develop a 5 question survey relating to culture, SES, &amp; and language relevant to psychological assessment.</li> <li>• Ask these 5 questions of professionals /students whom you meet in Mexico.</li> <li>• Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.</li> <li>• Identify implications for helping Mexican immigrants in USA.</li> </ul>	<p>Pre/Post Test (20 points)</p> <p>TSW discuss findings from Mexico assignment.</p> <p>Group discussion and presentation of application of ethical and cultural standards to cases.</p> <p><b>How many points will the following be worth?</b></p> <p>TSW discuss findings from *Mexico assignment.</p> <ul style="list-style-type: none"> <li>• Develop a 5 question survey relating to culture, SES, &amp; and language relevant to psychological assessment.</li> <li>• Ask these 5 questions of professionals /students whom you meet in Mexico.</li> <li>• Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.</li> <li>• Identify implications for helping Mexican immigrants in USA.</li> </ul>	<p>K1b, K1d, &amp; K1h</p> <p>K2a</p> <p>K7f</p>
<p>TSW assess and evaluate the cognitive abilities of an adult or child using the KBIT-2.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of KAIT &amp; other Kaufman measures, Ch. 1 &amp; 3</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of KAIT &amp; other Kaufman measures, Ch.8</li> </ul> <p>Lecture and Powerpoint</p> <p>TSW work together in groups on interpretation of data.</p> <p>*TSW conduct a KBIT-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p>	<p>Pre/Post Test (20 Points)</p> <p>TSW work together in groups on interpretation of data.</p> <p>*TSW conduct a KBIT-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p>	<p>K7g &amp; K7h</p>

<p>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.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 2-5, and 9-10</li> <li>• Leibowitz Handout</li> <li>• Essentials of Assessment Report Writing, Ch. 7</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 1, 6, 7, 8, &amp; 11</li> <li>• BASC 2 Manual</li> </ul> <p>Lecture and Powerpoint:</p> <ul style="list-style-type: none"> <li>• MMPI 2</li> <li>• BASC 2</li> <li>• House/Tree/Person</li> </ul> <p>Class Discussion</p> <p>*TSW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p> <p>*TSW conduct a BASC-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p> <p>TSW conduct an assessment of House/Tree/Person in class.</p> <p>*TSW conduct an assessment of House/Tree/Person and evaluate the drawings and integrate findings into a psychological assessment report.</p>	<p>Pre/Post Test (20 Points)</p> <p>Class Discussion</p> <p>*TSW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p> <p>*TSW conduct a BASC-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</p> <p>TSW conduct an assessment of House/Tree/Person in class.</p> <p>*TSW conduct an assessment of House/Tree/Person and evaluate the drawings and integrate findings into a psychological assessment report.</p>	<p>K7g &amp; K7h</p>
<p>TSW assess and react to aspects of his/her own personality.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 2-5, and 9-10</li> <li>• Leibowitz Handout</li> <li>• Essentials of Assessment Report Writing, Ch. 7</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 1, 6, 7, 8, &amp; 11</li> <li>• BASC 2 Manual</li> <li>• Essentials</li> </ul> <p>Lecture and Powerpoint</p> <p>*TSW administer the MMPI-2 to him/her self &amp; score the test.</p> <p>*TSW will analyze their report</p>	<p>Pre/Post Test (20 Points)</p> <p>*TSW administer the MMPI-2 to him/her self &amp; score the test.</p> <p>*TSW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.</p> <p>*TSW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results.</p>	<p>K7g &amp; K7h</p>

	<p>using the Essentials of MMPI-2 and the DeFrance guidelines.</p> <p>*TSW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results.</p>		
<p>TSW assess and evaluate career interests of an adult or adolescent.</p> <p>TSW generate a report of career assessment data and feedback session with an adult or adolescent.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>Essentials of Career Interest Inventories, Ch. 1 &amp; 4</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>Essentials of Career Interest Inventories, Ch. 5</li> </ul> <p>Lecture and Powerpoint</p> <p>Class Discussion</p> <p>*TSW conduct a Self Directed Search career assessment and evaluate the results.</p> <p>*TSW provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.</p>	<p>Pre/Post Test (20 Points)</p> <p>Class Discussion</p> <p>*TSW conduct a Self Directed Search career assessment and evaluate the results.</p> <p>*TSW provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.</p>	<p>K3a</p> <p>K7g &amp; K7h</p>
<p>TSW integrate the clinical interview, mental status, cognitive assessment, and personality assessment into a written psychological assessment report and oral presentation.</p>	<p>*TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>Essentials of Assessment Report Writing, Ch. 2, 5, 6, 8, &amp; 9</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>Essentials of Assessment Report Writing, Ch. 10</li> <li>Example of case report given out in class</li> </ul> <p>Lecture, Powerpoint, Sample Report Given</p> <p>TSW utilize all resources to generate an integrative psychological assessment report utilizing the conceptual framework provided in class.</p> <p>TSW provide a copy of the report to the instructor.</p> <p>TSW present the report to the class utilizing powerpoint and demonstrate the ability to answer questions regarding the evaluation.</p>	<p>Class Discussion</p> <p>TSW utilize all resources to generate an integrative psychological assessment report utilizing the conceptual framework provided in class.</p> <p>TSW provide a copy of the report to the instructor.</p> <p>TSW present the report to the class utilizing powerpoint and demonstrate the ability to answer questions regarding the evaluation.</p>	<p>K7g &amp; K7h</p>

**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:**

<b>Date Due</b>	<b>Activity (*Out of Class)</b>	<b>Points</b>
June 3	<p><b>Review Syllabus &amp; Assignment of Materials</b></p> <p><b>Reliability &amp; Validity, 4 Ways to collect Data:</b>  <b>Pre/Post Test</b>                      Lecture and class discussion of</p> <ul style="list-style-type: none"> <li>• reliability and validity of instruments</li> <li>• 4 ways of collecting data</li> <li>• Mental Measurements Yearbook &amp; BASC 2 example</li> <li>• AACE Responsibilities of Users of Standardized Tests (website: <a href="http://www.theaaceonline.com/">http://www.theaaceonline.com/</a>)</li> </ul> <p><b>*Mental Measurements Assignment: Application of reliability and validity information.</b> (Turn in June 10)</p> <p><b>Ethical Issues in Assessment:</b>  <b>Pre/Post Test</b>                      *TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• Handout: MacCluskie</li> <li>• ACA Code of Ethics downloaded from <a href="http://www.counseling.org">http://www.counseling.org</a></li> </ul> <p>Lecture &amp; Powerpoint</p> <p><b>Cultural Considerations in Assessment:</b>  <b>Pre/Post Test</b>                      *TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• Handout: MacCluskie</li> <li>• ACA Code of Ethics</li> </ul> <p>*Mexico assignment.</p> <ul style="list-style-type: none"> <li>• Develop a 5 question survey relating to culture, SES, &amp; and language relevant to psychological assessment.</li> <li>• Ask these 5 questions of professionals /students whom you meet in Mexico.</li> <li>• Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.</li> <li>• Identify implications for helping Mexican immigrants in USA.</li> </ul> <p><b>Group application of cultural/ethical standards to cases.</b></p>	<p><b>20 points</b></p> <p><b>20 points</b></p> <p><b>20 points</b></p> <p><b>20 points</b></p>



<p>June 10</p>	<p><b>(Turn in Mental Measurements Assignment)</b></p> <p><b>Clinical Interviewing:</b></p> <p><i>Pre/Post Test</i></p> <p>*TSW read prior to class</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 3-4</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Powerpoint</p> <ul style="list-style-type: none"> <li>• Biopsychosocial</li> <li>• Triage</li> <li>• Cultural Nuances</li> <li>• Custody considerations</li> <li>• Abuse/Neglect</li> </ul> <p>Class Discussion</p> <p><b><i>In-Class Triadic Practice</i></b></p> <p><b>Mental Status Exam:</b></p> <p><i>Pre/Post Test</i></p> <p>*TSW read prior to class</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 1-2</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Powerpoint:</p> <ul style="list-style-type: none"> <li>• Parts of MSE</li> <li>• Accessing information for MSE</li> <li>• Documenting MSE</li> </ul> <p>Class Discussion</p> <p><b><i>In-Class Triadic Practice</i></b></p> <p><b>Conceptual Matrix &amp; Report Form:</b></p> <p><i>Pre/Post Test</i></p> <p>*TSW read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of Assessment Report Writing Chapters 1-2</li> <li>• Akiska Handout</li> <li>• Hersen Handout</li> <li>• Wiger Handout</li> </ul> <p>Lecture &amp; Samples</p> <ul style="list-style-type: none"> <li>• Conducting a clinical interview</li> <li>• Conducting a mental status examination</li> <li>• Integrating data from assessments into a conceptual matrix</li> <li>• Report form</li> </ul>	<p><b>50 points</b></p> <p><b>20 points</b></p> <p><b>10 points</b></p> <p><b>20 points</b></p> <p><b>10 points</b></p> <p><b>20 points</b></p>
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	<p><b>Personality Assessment: MMPI 2</b>  <b>Pre/Post Test</b>                  *TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 2-5, and 9-10</li> <li>• Essentials of Assessment Report Writing, Ch. 7</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of MMPI-2, Ch. 1, 6, 7, 8, &amp; 11</li> </ul> <p>Lecture and Powerpoint:</p> <ul style="list-style-type: none"> <li>• MMPI 2</li> </ul> <p><b>*TSW conduct a MMPI-2 assessment and evaluate the results and integrate findings into a psychological assessment report.</b></p> <p><b>*TSW conduct a MMPI-2 assessment of themselves and write a report:</b></p> <p>*TSW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.</p> <ul style="list-style-type: none"> <li>• 10 points written reflection</li> <li>• 20 points analysis of data</li> <li>• 10 points quality of reflection</li> <li>• 10 points implications for testing others</li> <li>• 2-5 pages</li> </ul> <p><b>Score MMPI 2 for Self</b></p>	<p><b>20 points</b></p>
<p>June 17</p>	<p><b>*Mexico Assignment</b></p> <ul style="list-style-type: none"> <li>• Develop a 5 question survey relating to culture, SES, &amp; and language relevant to psychological assessment.</li> <li>• Ask these 5 questions of professionals /students whom you meet in Mexico.</li> <li>• Write a summary of observations/conversations regarding your survey questions and reflect on your experiences.</li> <li>• Identify implications for helping Mexican immigrants in USA.</li> </ul> <p><b>*Self-Assessment of MMPI 2</b>                  *TSW conduct a MMPI-2 assessment of themselves and write a report:</p> <p>*TSW will analyze their report using the Essentials of MMPI-2 and the DeFrance guidelines.</p> <p>*TSW write a reflective report regarding his/her experiences of administering the MMPI-2 to self and reactions to results.</p> <ul style="list-style-type: none"> <li>• 10 points written reflection</li> <li>• 20 points analysis of data</li> <li>• 10 points quality of reflection</li> <li>• 10 points implications for testing others</li> <li>• 2-5 pages</li> </ul> <p><b>Score MMPI 2 for Self</b></p> <p><b>Turn in both assignments by July 6. If late, must meet with instructor.</b>  <b>E-mail to: <a href="mailto:leighfalls@suddenlink.net">leighfalls@suddenlink.net</a></b></p>	<p><b>100 points</b></p> <p><b>50 points</b></p>



<p>July 15</p>	<p><b>Score KBIT 2 prior to class !!!!!!!!!!!!!!!!!!!!!</b></p> <p><b>Career Assessment: Pre/post Test</b></p> <p>TSW Read Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of Career Interest Inventories, Ch. 1 &amp; 4</li> </ul> <p>*TSW Review Prior to Class:</p> <ul style="list-style-type: none"> <li>• Essentials of Career Interest Inventories, Ch. 5</li> </ul> <p>Lecture and Powerpoint</p> <p><b>*TSW conduct a Self Directed Search career assessment and evaluate the results.</b></p> <p><b>*TSW provide a report of the career assessment data to the instructor and have a feedback session with the subject of the assessment.</b></p> <ul style="list-style-type: none"> <li>• 10 points Assessment</li> <li>• 30 points Technical Written Report</li> <li>• 30 points Analysis of Results</li> <li>• 30 points Reflection on Feedback Session</li> </ul> <p><b>(Turn in by July 22<sup>nd</sup> . E-mail to <a href="mailto:Leighfalls@suddenlink.net">Leighfalls@suddenlink.net</a> )</b> If late meet with instructor.</p> <p><b>In class work on Cognitive Assessment Interpretation.</b></p>	<p><b>20 points</b></p>
<p>July 22</p>	<p><b>Turn in Career Assessment Report:</b></p> <ul style="list-style-type: none"> <li>• 10 points Assessment</li> <li>• 30 points Technical Written Report</li> <li>• 30 points Analysis of Results</li> <li>• 30 points Reflection on Feedback Session</li> </ul> <p><b>In class work on Psychological Assessment Report &amp; Oral Presentation.</b> Written report due July 29<sup>th</sup> . E-mail to <a href="mailto:leighfalls@suddenlink.net">leighfalls@suddenlink.net</a> ) If late meet with instructor.</p>	<p><b>100 points</b></p>
<p>July 29</p>	<p><b>Turn in Written Psychological Assessment Report</b></p> <p><b>5 Oral Presentations In Class</b> Kristen, Bippin, Marcella, Michael, Tina</p>	<p><b>200 points</b></p>
<p>Aug 5</p>	<p><b>5 Oral Presentations in Class</b> Pedra, Tonya, Mary, Andrew, Rebecca</p>	<p><b>100 points</b></p>
	<p><b>Class Participation &amp; Attendance</b></p>	<p><b>40 points</b></p>
	<p>Total Points Possible</p>	<p>900 points</p>

**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

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**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.