**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8110

**Course Title:**  Counseling Assessment across the Lifespan

**Credit Hours:**  3 Semester hours

**Prerequisites:** None

**Co-requisites:** None

**2. Date Syllabus Prepared:** Initial submission January, 2010; Revised August 2010

**3.** **Text(s):**

**Required:**

Graham, J. R. (2006). MMPI-2: Assessing personality and psychopathology (4th ed.). New York: Oxford.

Smith, S. R., & Handler, L. (2007). The clinical assessment of children and adolescents: A practitioner’s handbook. New York: Taylor & Francis.

Articles

To Include, but not limited to:

1. Ben-Porath, Y. s. (1997). Use of personality assessment instruments in empirically guided treatment planning. *Psychological Assessment, 9*, 361-367.
2. Perry, J. N., Miller, K. B., & Klump, K. (2006). Treatment planning with the MMPI-2. In J. N. Butcher (Ed). *MMPI-2: A practitioner’s guide* (pp. 143-164). Washington D. C.: American Psychological Association.
3. Pearson. (December, 2008). MMPI-2; FBS (symptom validity scale bibliography). Pearson Education, Inc.
4. Rogers, R., Sewell, K.W., Harrison, K.S., & Jordan, M.J. (2006). The MMPI-2 Restructured Clinical Scales: A paradigmatic shift in scale development Journal of Personality Assessment, 87, 139-147.
5. Wallace, A., & Liljequist, L. (2005). A comparison of the correlational structures and elevation patterns of the MMPI-2 Restructured Clinical (RC) and Clinical Scales. Assessment, 12, 290-294.
6. Acevedo-Polakovich, I., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C. et al. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os. *Professional Psychology: Research & Practice, 38*, 375-384.
7. Butcher, J. N., Mosch, S. C., Tsai, J., & Nezami, E. (2006). Cross-cultural applications of the MMPI-2. In J. N. Butcher (Ed.) MMPI-2: A practitioner’s guide (pp 505-531). Washington D. C.: American Psychological Association.
8. Gray-Little, B. (1995). The assessment of psychopathologies in racial and ethnic minorities. In J. Butcher (Ed.), *Clinical personality assessment: Practical approaches* (pp. 140-157). New York: Oxford.
9. Arbisi, P. A., Ben-Porath, Y. S., &U McNulthy, J. (2002). A comparison of MMPI-2 validity in African American and Caucasian psychiatric inpatients. *Psychological Assessment, 2002, 14*, 3-15.
10. Dana, R. H., & Whatley, P. R. (1991). When does a difference make a difference? MMPI scores and African-Americans. *Journal of Clinical Psychology, 47*, 400-406.
11. Dorr, D. (1999) Approaching psychotherapy of personality disorders from the Millon perspective. *Journal of Personality Assessment, 72*, 407-425.
12. Weiner, I. B. (1995). How to anticipate ethical and legal challenges in personality assessment. In J. N. Butcher (Ed.), *Clinical* *personality assessment: Practical approaches* (pp. 95-103). New York: Oxford.
13. Newman, M. L., & Greenway, P. (1997). Therapeutic effects of providing MMPI-2 test feedback to clients at a university counseling service: A collaborative approach. *Psychological Assessment, 9*, 122-131.
14. Additional articles on assessment of children as assigned

**4. Course Description:**

Development, administration, scoring and interpretation of personality, interest, aptitude, achievement, and psychological tests across the lifespan with counseling implications.

**5. Student Learning Outcomes:**

* Understands the models and methods of assessment and use of data\*;
* Knowledge of social, cultural, gender and other variables that influence the selection of assessment tools and the process of assessment\*;
* Demonstrates the application of theory and skills of assessment in counseling\*;
* Demonstrates knowledge of assessment tools and processes in relation to developmental factors\*;
* Demonstrates ability to use appropriate methods in the assessment process
* Knowledge of application of assessment in diagnosis, treatment planning and evaluation of counseling outcomes\*;
* Awareness of legal, ethical and multicultural variables in selecting assessment tools and the process of assessment\*.

Please note: \*refers to CACREP 2009 standards

**6.** **Course Content Outline:**

**NOTE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS**

Week 1:

Aug 19 Introduction to Course, Discussion of Assessment/Testing/Diagnosis, MMPI Development, Issues of Validity

 **Review LRC Procedures, View Sample Profiles**

Week 2:

Aug 26 Scoring the MMPI, Validity Continued

**Check out Measures and Take for Self (OPTIONAL), Practice Evaluating Validity Scales**

 Graham Chapters 1-3, Article #1-3

Week 3:

Sept 2 Clinical and RC Scales, Content Interpretation

**Sign Up for Presentations, Practice Interpreting Code Types and Relevant**

**Scales**

Graham Chapters 4-7; Articles #4-5.

Week 4:

Sept 9 Supplementary Scales & Interpretation

 Graham Chapters 8 & 11

**More Practice Interpreting**

Week 5:

Sept 16 Psychometric Issues, Interpretive Strategies, and Computerized MMPI

Graham Chapters 9 and 12

**More Practice Interpreting; Assign MMPI-2 Report (Report 1)**

Week 6: **REPORT 1 DUE (THE MMPI-2 REPORT)**

Sept 23 Introduction to the assessment of children and adolescents

 Smith & Handler Chapters 1 & 4; Assigned Articles

Week 7: **MID-TERM TEST**

Sept 30 The Personality Inventory for Children 2nd ed

 Smith & Handler Chapter 17; Test Manual; Assigned Articles

Week 8: **GROUP 1 STUDENT PRESENTATION**

Oct 7 Continued Discussion of PIC-2; **Group 1 presents on the Rorschach with**

**Children; Assign Report 2**

Week 9:

Oct 14 Special Populations, Interpretation, Cross-cultural Applications & Limitations with the MMPI; Discussion of Cross-cultural issues in Assessment in General

Graham Chapter 10, Article #6-10; Smith & Handler Chapter 30

Weeks 10: **GROUP 2 STUDENT PESENTATION**

Oct 21 Catch Up Day and Ethics and Legal Issues in Counseling Assessment, Assigned Reading will Be Announced Closer to this Date; **Group 2 presents on the MCMI (Adults)**

 Article #11

Week 11: **REPORT 2 DUE**

Oct 28 Providing feedback about testing to adults and to parents of children and adolescents; Importance of mental status examination;

 Smith & Handler Chapter 5

Week 12: **FEEDBACK DEMONSTRATION NIGHT**

Nov 4

Week 13: **FULL REPORT DUE**

Nov 11 Assessing Adolescents; MMPI-A

Smith & Handler Chapter 15; In class exercises with MMPI-A

Week 14: **PROTOCOL DEMONSTRATION NIGHT & FINAL TEST**

Nov 18

Week 15: **PROTOCOL DEMONSTRATION NIGHT** & Teaching Evaluations

Dec 2

**7. Assignments/Projects:**

1. **Optional Assignment:** You may choose to complete the adult assessment we cover in this course on your own to increase your understanding of what a client experiences in the process of completing these measures. The purpose of completing the profile is to allow you to experience what it is like to take the instrument, familiarize you with all items of the instrument, and introduce you to the scoring process. Please note that if you choose to do this you may experience some discomfort with the questions or your results. **You should not turn this in as this is your personal information.** No credit.
2. **Practice Assignments:** Students will complete a total of 5 practice assignments during the course. These will be assigned the previous week and are intended to provide the students with practice prior to the time when they must complete a report. 3 points each.
3. **Exams:** There will be a mid-term and a final exam. All material covered throughout the course up to the time of the exam can be included on these exams. Each exam will be worth 10 points
4. **Assigned Reports:** Students will complete three assigned reports described below. The following information provides the guidelines for these reports:

**FOR ALL REPORTS, INCLUDE AS A HEADER “NOT A REAL CLIENT”**

You will complete a total of 3 reports for this course. [On one occasion you will be asked to write a full report in which one will include results from the MMPI-2 and the information you gather during the interview (including behavioral observations with a discuss of mental status)]. In your ull report you will use the MMPI-2. All three reports should have the following sections: 1) Background, 2) Reason for Referral, 3) Tests Administered, 4) Test Results, 5) Impressions, and 6) Recommendations. You are allowed to consult with one another on all assignments. However, you must write your reports independently. I will expect that your reports will not read the exact same as that of any other individual in the class (both present and in *other classes in the past or future*). To avoid turning in a report that is extremely similar to that of one of your colleagues, I recommend that when you discuss a case with a peer, you take notes and not discuss the case after you begin to write the report. This will reduce the likelihood of two individuals turning in a report that looks like one person copied or slightly modified that of the other. You may use a template if you desire for your reports. You will always be expected to turn in your reports via email.

* 1. **Adult Protocol Report:** For this first report, the instructor will assign students a protocol for which they should prepare an interpretive report. 10 points
	2. **Child Protocol Report:** For this report, the instructor will assign students to complete a protocol for which they should prepare an interpretive report. 10 points
	3. **Full Report:** For this report, students will identify an individual that they will interview and test. They will complete a full report. 20 points (15 points for report; 5 points for scoring)

Please note that all details about the assigned reports are relevant here. You will complete one report in which you will use volunteers who simulate stress. More information will follow on the recruitment of individuals to test for this report. You will follow the procedures outlined for this purpose and use an appropriate consent form. You SHOULD NOT test someone you know, but you may volunteer people you know for peers who do not know (and are unlikely to know) the individual. Given that testing actual individuals, particularly those who may be close acquaintances of a peer requires that the individual alter their responding to items so as to protect their own privacy. Thus, all volunteers (unless you are testing an actual client) should respond as though they feel very stressed with their current circumstance. This will allow you to have an opportunity to build skills related to interpretation while minimizing ethical concerns that arise from administration of the tests. If you are seeing clients and have a supervisor who approves, you may test a client but you will need to also have the client’s consent and produce a report that will be entered into the client’s file. You should only test a client if it is relevant, not because it is easier than finding other participants. You **cannot** provide feedback about the results of the test unless you tested an actual client in which case your supervisor would need to supervise you providing feedback. Given the limitations of this class and the way in which we have set up practicum, I cannot supervise this task. You will conduct a brief interview, getting relevant background information. You will then have the individual complete the MMPI-2. You will also provide a description of the individual’s mental status in this report in addition to the other sections outlined above in the “Assigned Reports” section. We will discuss what this might include in class. Your reports cannot contain the actual name of the individual, but must include an alias. You will be expected to follow LRC procedures for checking out testing materials and returning them in a timely manner. You must share these with your colleagues so it is advisable that you complete these interviews and assessments more than one week prior to the due dates to avoid a situation where you are unable to access the needed materials. Having completed the interview and testing portion of these reports that early will also provide adequate time for you to complete your reports. Your grade for these reports will not only include the reports, but your scoring will also be evaluated

1. **Group Presentation:** On the second meeting of the class students will draw numbers. Going in order of the numbers, students will pick the topic on which they wish to present. Once either topic has five students, all remaining students will be assigned to the other topic. The two topics are the Rorschach with children and the Millon Clinical Multiaxial Inventory – III. The presentations should be between 90 and 100 minutes. The presenters will be expected to turn in a reference list with at least 10 peer reviewed journal articles. Presenters will want to access other information (such as books or test manuals) as well. The purpose of these presentations is to provide an opportunity for peer based learning and allow you to gain experience in learning about a test independent of my lecturing.

You should model your presentation of the instrument after the content covered for the MMPI-2 and PIC-2 (the primary instruments for this course) with a strong focus on development, psychometric properties, uses, and limitations. You will also want to integrate research articles into your presentation (you must have at least 10 peer-reviewed journal articles as references). You would then need to present the research in an organized manner such that you help your colleagues better understand the application of the instrument in various contexts (or, if you choose, in depth in a selected context). Your presentation must provide details about the purpose of the instrument, development including normative sample, proper administration and uses, and psychometric properties. You will also want to check out the measure from the LRC and available references (manuals or interpretive guides). You should cover scoring and interpretation (to the extent you can in the tirmeframe and without full instruction). You should show the instrument to peers as a part of the presentation. It is expected that you will provide handouts to your colleagues. I prefer that you use PowerPoint for your presentation. A rubric for the grading of this project will be provided. You will present on your assigned day. If you are ill that day, your group will present during the final exam time for the class and you must provide a doctor’s note as documentation of your required absence. 15 points

1. **Feedback Demonstration:** Students will schedule, in groups of two, a twenty minute block each for the night of class described as feedback demonstration. I will provide the student acting as a client with a series of questions they might ask and they will ask questions of the individual providing feedback. Students will decide within their pair which will give feedback on the adult protocol and which will give feedback on the child protocol (to a parent). Students will then demonstrate their skills in answering questions about the protocol, explaining findings in a way that a lay person could understand them, and communicating test results in an empathetic fashion. 5 points
2. **Protocol Demonstration:** Students are asked to develop a presentation (20-25 minutes with appropriate handouts) demonstrating their knowledge and skills related to the full report assignment. 5 points

**8. Rubric and Grading Scale:**

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

 Practice Assignments 15 points total

 Mid-term Test 10 points

Final Test 10 points

Adult Protocol Report 10 points

Child Protocol Report 10 points

Full Report 20 points

Group Presentation 15 points

Feedback Demonstration 5 points

 Protocol Demonstration 5 points

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total = 100 points

 The following scale will be used:

 90-100 points = A

 80-89 points = B

 70-79 points = C

 60-69 points = D

 Below 60 points = F

Please note: Course assignments are due on the dates specified. Late assignments will not be accepted. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. The instructor is not responsible for contacting students to discern the reason for their absence and it is the student’s responsibility to communicate the cause of their absence to the instructor. Absences will automatically be counted as not excused if there is not any attempt to contact the instructor, no matter the cause of the absence (it is a student’s responsibility to communicate the need for an excused absence at the earliest possible point in time).
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit with instructor permission and advanced notice, trips for university classes, subpoena for a court appearance, and religious holidays. Excused absences for other reasons will not be accepted. Students who have a job that may conflict with the class will need to notify their job of their need to be in class. The instructor has the right to make an exception for exceptional cases. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. If notification occurs more than one week after the absence, the absence will be counted as unexcused unless the student can both document the reason for their absence and the reason for which they were unable to notify the instructor of their absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: All assignments are due by 4 pm on the date assigned without exception .If you need to miss class, you should make arrangements for your assignment turned in. Since many assignments will be submitted via email, these assignments can be submitted on time for all absences other than those that are emergencies. Since students are aware of assignments at least one week in advance, it is expected that being ill on the date the assignment is due should have little bearing on the ability of the student to turn the assignment in (as students should not wait until the last minute to complete the assignments). When a student has an emergency that prevents them from turning in the assignment, the assignment will only be accepted if the student can document that their emergency extended from the date of the assignment until the time the assignment was turned in. So being ill one day and having a doctor’s note of seeking an appointment that day will not suffice for an assignment turned in a week late; rather the student would need a doctor’s note for each day of that week including the weekend since email provides a mechanism for students to turn in assignments 24 hours per day 7 days a week. The instructor has the right to make an exception for extreme situations but students should not plan on receiving such exceptions and these cases would generally include notice of the need for an exception before the day the assignment is due. When an exception is made, the instructor will inform the student of the new due date and time. Any missed exams will have to be taken prior to the absence unless the absence is an emergency. When a student has an emergency absence, the student must take the exam immediately after the emergency passes. Waiting several days would again require documentation that the individual could not have completed the exam during the time frame extending from the date of the absence to the date the exam was taken. The instructor may make an exception if she deems that the situation warrants it. Again, students should not plan on obtaining such exceptions as it is highly unlikely that exceptions to this policy will be made. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.