

COUN 560 Syllabus
Individual and Group Appraisal in Counseling

Course Description

This course provides an understanding of the theories and applications of psychological testing and other means of appraisal as they relate to the practice of community-based counseling and marriage and family therapy. It provides a historical overview, an understanding of appraisal concepts, various instruments, methods, and techniques of assessment in evaluating the strengths and functioning of individuals, couples, children, and families. This course will also help students to become better consumers of counseling assessments in their future role as community-based counselors and marriage and family therapists.

Course Objectives

Upon completion of this course, students will be able to:	CACREP Standards (2016)
Recognize historical perspectives and ethical considerations in the use of psychological assessments with clients from various socio-cultural backgrounds.	Section II-F.7 a, m
Understand basic psychometric concepts of reliability, validity, and norm groups to evaluate the clinical applications of psychological assessments.	Section II-F.7 f, g, h
Demonstrate effective clinical interviewing skills used in psychological assessment.	Section II-F.7 b, c, d, m

Upon completion of this course, students will be able to:	CACREP Standards (2016)
Identify the appropriate selection and use of psychological and relational assessments for individuals, couples, and families from various socio-cultural backgrounds.	Section II-F.7 b, e, i, j, k, l, m
Understand the use and limitations of standardized screening instruments in the assessment of substance abuse, suicide risk, and cognitive function.	Section II-F.7 c, j, l
Administer, score, and interpret psychological assessments of mental health, relational functioning, and psychopathology using standardized instruments.	Section II-F.7 e, f, g, h, i, j, k, l
Write psychological reports that incorporate clinical interviews, behavioral observations, and assessment results with diagnostic impressions and recommendations for treatment.	Section II-F.7 b, e, I, j, k, l

Pre-Requisites

COUN 522a or 522b

Student Learning Outcome Language

The Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLOs are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in COUN 511, 530, and 584). There are at least three times when a student’s individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class is an item from *Case Conceptualization and Treatment Planning*, and the department is using a signature assignment score. Here is the item: *Collects and integrates multiple aspects of the assessment process in order to form appropriate diagnoses and intervention strategies.*

Calendar is only an example and may be quite different 3

Calendar

Course Schedule--Fall 2022			
Week	Topics	Reading	Assignments Due
1	Assessment in Counseling SEASIC Process	Ch. 1 Ch. 2	
2	Sensitivity & Specificity Screening Substance Abuse	Ch. 8 (pp. 161-165) pp. 111-112; p. 140	
3	Screening & Symptom Inventories BSI: Scoring and Interpretation	Ch. 7 (pp. 139-146) Ch. 6	
4	Evaluation of Instruments BSI: Psychometric Properties	Ch. 5	
5	Communication of Assessment Results	Ch. 15 (pp. 323-328)	
6	Clinical Assessment: Depression, Anxiety, Perceived Stress	Ch. 8	
7	<i>Assessment Portfolio Workshop:</i> Scoring Stress & Coping Assessments		
8	Midterm Exam		
9	Cultural Assessment of Risk for Suicide (CARS)	Chu et al. (2010, 2013) Ch. 7 (pp. 147-154)	
10	Child Assessment: Symptom Inventories		Assessment Portfolio Due
11	Assessment of Parenting Stress, Child Abuse, & Trauma	Ch. 14 (pp. 311-313)	
12	Relationship Assessment: Couples	Ch. 14 (pp. 303-311)	Last Day to Sign-up for Group Presentations!
13	Narrative-Cultural Assessments (CAIP, CRIM)		
Fall Break—No Classes			
14	Applied Assessment: Individuals, Children		Group Presentations
15	Applied Assessment: Couples, Families		Group Presentations

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