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COUN 540.01: Individual Appraisal

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COUN 540: Individual Appraisal

University of Montana Department of Counseling

Fall 2022 Course Syllabus

Instructor: Julie Ballew, PhD, LCPC

Email: Julie.ballew@umconnect.umt.edu

Phone: 406-540-2779

Office location: n/a

Office hours: by appointment

Class locations and Time: August 30th-December 13th, 2022

Tuesdays 1:00-3:50 pm

Location: PJW/ ED Rm 313

Course Description: This course will cover the fundamentals of assessment in counseling. This includes: history and ethics of appraisal, basics of statistics, an overview of assessment classification and tests commonly used in the field. Suicide assessment will also be covered.

Required Text:

Whiston, S. C. (2017). *Principles and Applications of Assessment in Counseling* (5th Ed.). Boston, MA: Cengage.

Course Objectives:

CACREP 2016 Core Competencies Addressed (Section 2.F.):

3. Human Growth and Development	c. theories of normal and abnormal personality development
4. Career Development	e. Students can identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (KPI measured in this course)
5. Counseling and Helping Relationships	g. Students can demonstrate essential interviewing, counseling, and case conceptualization skills (KPI measured in this course)

7. Assessment and Testing	a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
	b. methods of effectively preparing for and conducting initial assessment meetings
	c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
	d. procedures for identifying trauma and abuse and for reporting abuse
	e. use of assessments for diagnostic and intervention planning purposes
	f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
	g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (KPI measured in this course)
	h. reliability and validity in the use of assessments
	i. use of assessments relevant to academic/educational, career, personal, and social development
	j. use of environmental assessments and systematic behavioral observations
	k. use of symptom checklists, and personality and psychological testing
	l. use of assessment results to diagnose developmental, behavioral, and mental disorders
	m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

CACREP Specialty Standards: Clinical Mental Health Counseling

1. Foundations	e. psychological tests and assessments specific to clinical mental health counseling
3. Practice	a. Students can describe an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (KPI measured in this course)

CACREP Specialty Standards: School Counseling

1.e	assessments specific to P-12 education
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Land Acknowledgement:

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples

including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

Action statement: We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

–This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences



Teaching Philosophy:

I find that interacting with concepts and ideas in different ways increases our abilities to assimilate information into our lives in authentic ways. This approach honors our different learning styles and individual differences. Creating meaning as well as having ownership and responsibility over your learning are integral parts of my teaching philosophy. Relationships with students are of principle importance to me. As such, I will seek feedback along the way as to how the course is progressing for you and welcome such feedback at any time.

Method of Instruction:

A combination of teaching methods will be utilized in this course including: lecture, scholarly reading (includes text book and articles), in-class discussions, group participation, role playing exercises, academic writing, quizzes, experiential activities, guest speakers, as well as the use of multimedia.

Learning Environment Expectations:

It is anticipated that this class will be a safe, yet challenging, learning environment for all. You are expected to conduct yourselves at all times in a professional, collaborative and respectful manner. This learning atmosphere allows students to practice ethical behavior that will serve as foundational professional skills in either mental health or school counseling settings. Students are also expected to adhere to academic honesty. Plagiarism and cheating will not be tolerated and will result in remediation actions.

This is an in-person class, and student attendance and participation are expected. If you need to request a reasonable accommodation due to health concerns, please contact the instructor, who will work with students on a case-by-case basis.

- Mask use is optional within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please do not come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact your instructor right away if you need to miss class.
- In the event that you are ill and not able to attend class in person, or are exposed to a COVID-positive case and required to quarantine, a Zoom option is available to attend class. I ask that you only use this option for health-related reasons, as the best learning environment is when everyone is present in person. When attending class on Zoom, please be prepared to engage in class discussion, and ensure that your environment is free from distractions. Plan to have your video enabled, and your microphone muted except when you are speaking. Please notify me ahead of time if you need to attend class via Zoom so that I can be sure to engage you in class activities appropriately.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.

Confidentiality:

Experiential learning is a part of this course. You are expected to demonstrate respect towards your peers and uphold their right to keep information that they may share during class private. As a counselor, it will be your job to honor and keep your client's and/or student's confidence. This course is another way that you will practice this important skill. Additionally, it is my job to uphold confidentiality in this academic setting. However, if you present with or disclose issues or concerns about (a) harm to self or

others or (b) engage in behavior that is deemed unfit for the counseling profession, I may consult with other faculty and talk with you about remediation surrounding the issues and/or concerns.

Disability Accommodations:

If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/disability.

Electronic Device Notice:

Laptops and other electronic devices are welcome in class for academic purposes only. Please refrain from all activities unrelated to the course during class time. Engaging in such actions is distracting to yourself, your neighbor(s) and instructor. Silence cell phones and only respond to them in case of emergency. Also, please remember that you are expected to demonstrate attending skills during class time.

E-mail Policy:

E-mail is the best way to communicate with this instructor during non-class time. Communication related to class will be sent to your assigned University of Montana email account. Please check it regularly.

Late Assignment Policy:

It is expected that assignments will be turned in at the date and time in which they are due. Late assignments will result in 1 lower grade per day they are overdue. If you are experiencing difficulty completing an assignment within the timeframe or require flexibility due to unexpected circumstances, please reach out to me BEFORE the due date. I will make every effort to make appropriate accommodations, as needed.

Assignments:

1. Attendance and Participation (30 points)

Students are required to attend all class sessions. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Missing more than 1 class will result in a lower grade for the course. You should be an engaged member of this class and it is expected that you will bring your thoughts, questions and energy to class. It is also expected that you demonstrate attending skills during class time.

2. Assigned readings (0 points)

There are no points associated with completing assigned readings. However, your ability to complete quizzes and participate in class discussions will reflect your knowledge of the

readings. Please come to class prepared to discuss the readings for the day. Article links will be on the course Moodle shell. Additional resources will also be provided on Moodle.

3. Quizzes (100 points total; 50 points possible/quiz; KPI 2.F.7.g. measured in this course)

There will be 2 quizzes. They will be on the course Moodle shell. Quizzes need to be completed *before* class time (1:00 pm) on the date that they are due and will cover assigned readings and lecture topics from the previous classes.

4. Buros Mental Measurements Yearbook Assignment (40 points; 20 points/assessment)

For this assignment you will evaluate the quality of two assessments. You will begin by visiting the Mansfield Library database and search for *Buros Mental Measurements Yearbook*. This will give you access to extensive reviews of a comprehensive variety of assessments. You will choose two assessments relevant to a chosen area of interest, and write a brief report (1-2 pages single spaced per assessment) detailing the assessment. The reports should include: reliability and validity measures, norming sample, multicultural considerations, ease of administration, cost, and any other details that you think are important. ***You must also locate an article that was written using the assessment in order to gather more information and provide a critique of the instrument.*** These are all important things to consider when planning to use a measure. Instructions and example of the format you should use are on Moodle. Please cite your article and include references. Turn this assignment in on Moodle.

5. Practice Write-up of Psychological Report (30 points; KPI 2.F.5.g. measured in this course)

Students will practice conducting informed consent, a clinical interview, mental status exam, administering and scoring a short battery of assessments, and writing a psychological report with a fellow classmate before conducting a formal assessment with a volunteer client from outside of class. The assessment battery for this assignment is for children; therefore, you and your classmate will need to refer to your past childlike selves when participating as “the client” for your partner. Use your own past experience(s) as part of your responses. As a client, you may choose your age, however, the age you choose needs to be appropriate for the assessments. You will be required to report on the results of the assessment and potential threats to reliability and validity for each assessment. Finally, you will state your general clinical impressions, including diagnostic impressions and recommendations. You must also consider the appropriateness of administering your chosen assessment on certain populations, and be sure to consider the norming sample in relation to your “client”. Remember that this is a practice exercise, and that the results are not conclusive. Reports should be written in 3rd person passive voice as this is the industry standard. Use first initial only in your report. Information collected from the clinical interview and assessment instruments should be treated with the utmost respect and confidence. This instructor will critique this practice report and provide feedback for students to incorporate in the next assignment. Specific instructions for this assignment will be provided on Moodle, and class time will be provided for the interview and administration of assessments. A sample report and a template for your written report will be provided. Turn this assignment in on Moodle.

For this assignment, please administer the following to your classmate:

- Murphy-Meisgeier Type Indicator for Children (MMTIC)
- Behavior Assessment System for Children (BASC-3): Self-Report of Personality (SRP) Child form
- Human Figure Drawing (HFD) projective assessment

The MMTIC is an instrument that produces the same results as the MBTI, however is modified for use with children. It is intended to identify preferences, strengths, and challenges that can help people working with children, and help children to better understand themselves.

The Behavior Assessment System for Children (BASC-3) is a widely used instrument for measuring the behaviors and emotions of children and adolescents. BASC results are often used when developing and implementing IEPs, differentiating between hyperactive and inattentive behaviors as well as identifying other adaptive and maladaptive behaviors. Scales align with DSM-5 diagnostic criteria.

6. Psychological Assessment Administration and Report (100 points; KPI 2.F.4.e. & CMHC 5.C.3.a. measured in this course)

For this assignment, you will choose a volunteer adult participant, obtain informed consent included in **Appendix A**, conduct an initial interview, mental status exam, and practice administering several commonly used assessments including one projective assessment. You will then score the assessments, and write a psychological report (written in 3rd person passive voice) detailing the results of the assessments. You will be required to report on the results of the assessment and potential threats to reliability and validity for each assessment. Finally, you will state your general clinical impressions, including diagnostic impressions and recommendations. You must also consider the appropriateness of administering your chosen assessment on certain populations, and be sure to consider the norming sample in relation to your client. Remember that this is a practice exercise, and that the results are not conclusive. Reports should be written in 3rd person passive voice as this is the industry standard. Use first initial only in your report. Information collected from the clinical interview and assessment instruments should be treated with the utmost respect and confidence. Specific instructions for this assignment will be provided on Moodle. A sample report and a template for your written report will be provided. Turn this assignment in on Moodle.

For this assignment, please administer the following to an adult volunteer:

- Brief Symptom Inventory-18 (BSI-18)
- NEO-FFI-3
- Incomplete Sentences-Adult Form projective assessment

The BSI-18 is a brief assessment tool used to identify potential psychological challenges in adults. Symptoms and their severity are measured. The BSI-18 is adapted from the SCL-90. Common uses include initial assessment of symptomology and treatment monitoring in mental health and medical settings.

The NEO-FFI-3 Adult is meant to assess the five factors of personality: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. This assessment is a measure of normal personality traits and is not meant to assess psychopathology.

Total Points possible for the course: 300

Breakdown of points:

Attendance and Participation: 30 points

Buros Mental Measurements Yearbook Exercise: 40 points
(20 points per assessment)

Practice Write Up of Psychological Report: 30 points

Psychological Assessment Administration and Report: 100 points

Quizzes (2): 100 points (50 points each)

Grading:

A = 93%+

B = 83-86%

C = 73-76%

D = 63-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

D- = 60-62%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

F = Below 60

Class Schedule:

**schedule is subject to change; all changes will be communicated and posted on Moodle*

Class Date:	Class Topics:	Assignments & Readings due:
August 30 th	Intro to class and appraisal, syllabus review	Review syllabus
September 6 th	Ethics of assessment, history of assessment	Whiston Ch. 1 & 5; APA Test User Guide article
September 13 th	Statistics	Whiston Ch. 2
September 20 th	Reliability & Validity	Whiston Ch. 3 & 4
September 27 ^h	Assessment of Diverse Populations	Whiston Ch. 6 DUE: Buros Test Reviews
October 4 th	Initial interview, Mental status exam	Whiston Ch. 8
October 11 th	Selection, administration, scoring & communicating assessment results	Whiston Ch. 7 DUE: Quiz 1

October 18 th	Psychological & Personality assessments Guest Speaker: Amy Davis, PsyD	Whiston Ch. 12
October 25 th	Intellectual, cognitive, achievement and aptitude assessments Guest Speaker: William Patenaude, PhD	Whiston Ch. 9 & 10
November 1 st	Suicide assessment Guest Speaker:	Sommers-Flanagan & Sommers-Flanagan Suicide Assessment Chapter DUE: Practice Write-up of Psychological Report
November 8 th	NO CLASS-Election Day	NO CLASS-Election Day
November 15 th	Diagnosis	Whiston Ch. 15
November 22 nd	Behavioral assessment Guest Speaker:	Whiston Ch. 13; Appendix C
November 29 th	Marriage & Family, Substance use, Career assessments	Whiston Ch. 11 & 14
December 6 th	Monitoring and Evaluation Guest Speaker:	Whiston Ch. 16 DUE: Psychological Report
December 13 th (finals week)	Compassion Fatigue assessment, Course wrap-up, evaluations	DUE: Quiz 2

Scoring Rubrics:**Attendance and Participation (30 points)**

<i>Points Possible</i>	<i>Description</i>
23-30	Regularly participates in class discussions and activities; brings enthusiasm and is prepared for the class; no absences or pre-approved absences
15-23	Occasionally participates; level of perceived interest is lacking; is not always prepared for class; sometimes uses class time inappropriately; absent 1 class (without communication with instructor)
14 or below	Little to no participation; no perceived interest in class or participation; nearly always uses class time inappropriately; more than 1 absence

Buros Mental Measurements Review (40 points total; 20/assessment)

	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 or fewer</i>
<i>Writing & Format</i> <i>(10 points)</i>	Excellent writing skills, clearly articulated summary of assessments, correct format used, no errors.	Good writing skills, correct format used, good summary of assessments, few errors.	Adequate writing skills, adequate summary of assessments, some formatting or grammatical errors.	Poor writing skills, inadequate summary of assessments, several formatting or grammatical errors.
<i>Writing & Format Grade</i>				
	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 or fewer</i>
<i>Understanding & Content</i> <i>(10 points)</i>	Clear understanding of important components of assessment (reliability, validity, norming, etc.)	Mostly clear understanding of components of assessment.	Lack of thorough understanding of components of assessment.	No evidence of understanding of components of assessment.
<i>Understanding & Content Grade</i>				
Total Points:				

7. Psychological Reports (100 points total; KPI 2.F.4.e. & CMHC 5.C.3.a. measured in this course)

	<i>25-23 points</i>	<i>22-20 points</i>	<i>19-18 points</i>	<i>17 or fewer</i>
<i>Writing & Format</i> (25 points)	Excellent writing skills, clear articulation, correct format used, 3 rd person passive voice, no or minor errors.	Good writing skills, provides good information, correct format used, few errors.	Adequate writing skills, provides adequate information, some formatting or grammatical errors.	Poor writing skills, inadequate/incomplete information, several formatting or grammatical errors.
<i>Writing & Format Grade</i>				
	<i>75-68 points</i>	<i>67-62 points</i>	<i>61-53 points</i>	<i>52 or fewer</i>
<i>Understanding & Content</i> (75 points)	Clear understanding of important components of psychological report (clinical interview, Mental Status Exam, 2 assessments and 1 projective, Impressions and Summary); clear understanding of interview, assessments and impressions & summary	Mostly clear understanding of components of psychological report; few errors; no incomplete sections	Lack of thorough understanding of components of psychological report; several errors; incomplete sections	No evidence of understanding of components of psychological report; many errors
<i>Understanding & Content Grade</i>				
Total Points:				

Appendix A

Informed Consent for Assessment

Thank you for agreeing to volunteer to complete a series of assessments conducted by a Counseling graduate student at the University of Montana for partial fulfillment of COUN 540: Individual Appraisal. By agreeing to participate, you understand that this is a practice exercise intended for learning purposes only, and that the results obtained from the assessments will be inconclusive, and will not be shared with you in detail. Your test administrator will be able to share general information about your results, however will not be providing you with detailed results because this is only a practice exercise.

After you have completed the assessments, your test administrator will write a report that will be turned in to his/her Department of Counseling faculty member for evaluation. Your information is completely confidential and no identifying information will be included in the written report. You will only be identified by your first initial, and if there is any information you do not want included in the report, please inform your administrator at the end of the assessment session.

You have the right to withdraw from participation at any time during the assessment process. Please feel free to ask your test administrator any questions that you may have before, during, or after your assessment session. You may also contact the Department of Counseling faculty member overseeing this project if you have any questions and/or concerns. Her contact information is listed below.

Julie Ballew, MA, LCPC
 Doctoral Candidate, Department of Counseling
 University of Montana Phyllis J. Washington College of Education and Human Sciences
 32 Campus Drive
 Missoula, MT 59812
 406-540-2779
Julie.ballew@umconnect.umt.edu

By initialing below, I agree to participate in the assessment session, understand the qualifications of my test administrator, and agree to the conditions stated above.

Thank you again for your participation!

 Participant INITIALS ONLY

 Date

 Student Signature

 Date