



Clinical Assessment and Psychometrics
COUN 5062
Fall Semester
Three Credit Hours

Contact Information

Instructor: Thomas Foster

Phone Number:

Email Address: tfoster@ulm.edu

Office Hours: By appointment

Preferred mode of communication with instructor: email and zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This course is designed to provide students with the specific knowledge and skills necessary for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting topics such as personality, intellectual, family, educational, vocational, and social functions may be used. Principles of measurement, data gathering, and interpretation are discussed. Ethics, ethnic, and cultural bias are examined.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

Syllabus content and schedule subject to change

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Prerequisites

N/A

Course Content, Objective, CACREP Standards, and KPI

Content Areas

This course is designed to enable the student to:

- Complete a clinical assessment using a clinical interview,
- Understand basic and intermediate psychometrics,
- Administer, score, and interpret clinical mental health counseling instruments,
- Construct a case conceptualization and treatment plan.

Objectives

Program Objective related to CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn assessment content and skills in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP 5.C. CMHC

Students will demonstrate *content* knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.G and CMHC 5.C.

	Standards
	Core
historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3
reliability and validity in the use of assessments	3.G.4
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7
use of assessments in academic/educational, career, personal, and social development	3.G.8

use of environmental assessments and systematic behavioral observations	3.G.9
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13
procedures for assessing clients' experience of trauma	3.G.14
procedures for identifying and reporting signs of abuse and neglect	3.G.15
CMHC	
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4

Course Topics

Clinical interviewing, psychometrics, instrumentation, case conceptualization, treatment planning

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students will engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

Student Performance Evaluation: Criteria and Procedures

Video Coffee Shop Discussion Board (50 points)

Due Thursdays and Sundays @ 11:59pm CT weekly

Each week students will discuss the readings and lectures in the Coffee Shop Discussion Board. Pull out some things from the weekly readings, lectures, or activities each week you want to talk more about, have questions about, or want to contest. At a minimum, post about:

- How the assessment content you are learning about connect to you on a philosophical level, and how you might use them as a clinician someday
- How these things will make you a better clinical mental health, addiction, or marriage/couple/family counselor
- Critique the content, look for their limitations

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- How the content you learn about might overlap with other courses' content, and how they might integrate together

Students will have the option to either (a) attend a weekly one-hour Live Coffee Shop Discussion Board on a scheduled day and time provided or (b) submit a video post into Canvas.

Students who choose to post a video may do so as a monologue or dialogue with others. Students who want to post a monologue must record their discussion in Zoom and submit the link or file into the weekly discussion board. Students who choose to submit a monologue must provide a 3 to 4 minute post reviewing, reflecting upon, and critiquing the material from the week and respond to at least two others' video posts for that week. These responses should push the conversation forward by asking challenging questions and/or bringing new ideas to the conversation.

Students who want to post a dialogue (2-4 students) must record their discussion in Zoom and submit the link or file into the weekly discussion board. Students who choose this option do not have to respond to others' posts for that week. Please put the names of all the students in the dialogue in the subject line.

Students are free to change their formats week to week.

Mid-Term Exam (100 pts)

The mid-term exam will consist of all of the content related to the first part of the semester (*The clinical interview*). You will answer essay questions that will test your content knowledge and you will reflect upon the content in relation to your own style of interviewing related to the first clinical interview demonstration.

Final Exam (150 pts) KPI Core

The final exam will be cumulative of everything covered in class. Questions and possibly a clinical demonstration will test your knowledge of the clinical interview, psychometrics, instrumentation, case conceptualization, and treatment planning. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.G. Assessment and Diagnostic Processes. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

Case Conceptualization and Treatment Planning Project (100 pts) KPI CMHC

You will complete a case conceptualization and treatment plan for the client actor you observed in Canvas. You will (a) watch the demonstration and complete a biopsychosocial, (b) score the completed instruments taken by the client, (c) write a case conceptualization based on the example given in Canvas, and (d) develop a treatment plan based on the example given in the lecture and in Canvas. This exam will serve as the Key Performance Indicator #1 for the CACREP Standards 5.C. CMHC. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

ACA Professional Practice Summit (Virtual) 25 Points Extra Credit

Students interested in engaging in a professional association this semester and getting some extra credit can register and attend the ACA Professional Practice Summit this fall, [click here](#) to register. Students who attend this conference must show proof of registration, attend at least five live virtual presentations, and submit the five certificates of completion for them. Be sure to sign up for the CEU option to receive the certificates. Last, the week after the summit, students will describe and reflect upon what they learned in either the Recorded or Live Coffee Shop Discussion Boards.

Class Policies and Procedures

Required Textbooks

Othmer, E. O., & Othmer, S. C. (2002). *The clinical interview: Fundamentals*. American Psychiatric Publishing.

Hays, D. G. (2023). *Assessment in counseling* (7th edition). ACA. 978-1-55620-415-9

Recommended Textbooks

Berman, P. S. (2015). *Case conceptualization and treatment planning*. Sage.

Dimitrov, D. M. (2012). *Statistical methods for validation of assessment scale data in counseling and related fields*. American Counseling Association.

View Moodle regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Date	Topics for the Week	CACREP	Activities
Week 1	Introduction to Clinical Assessment		Othmer: 1
	Introduction to Case Conceptualization	3.G.1	Hays: 1 & 2
	Reflecting on Your Counseling Theory	3.G.2	
	History of Assessment	3.G.9	Berman 1 & 5
	Basic Concepts of Assessment	3.G.10	
	Framework of Clinical Assessment	5.C.4	Maruish: 5
Week 2			Othmer: 2
	Developing Rapport	3.G.5	
		3.G.6	Hays: 3, 4
	Ethics and Culture in Assessment	3.G.9 3.G.10	ACA Ethics (2014) Section E
Week 3	Information-gathering techniques		
	The Initial Assessment: abuse, neglect, suicide, homicide	3.G.10 3.G.13 3.G.15 5.C.4	Othmer: 3 Hays: 7
	The biopsychosocial assessment: breaking it down to build it up		
Week 4	Mental Status		Othmer: 4
	Mini Mental Status Exam	5.C.4	MMSE Demonstrations
Week 5			Othmer: 5
	Psychiatric Testing and Behavioral Assessment	3.G.9 3.G.13 3.G.14 3.G.15	Hays 7
			Lecture 6
Week 6	The Diagnostic Assessment		Othmer: 6 & 7
	Suicide / Homicide Assessment	3.G.7 3.G.13	Hays 8 Lecture 7

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			Lecture on Suicide Assessment Midterm Exam Check Canvas for due date
Week 7	Introductions to Psychometrics	3.G.2 3.G.3 3.G.4	Dimitrov: 1
Week 8	Variables and Measurement Data	3.G.2 3.G.3 3.G.4	Hays 5
Week 9	Validity and Reliability	3.G.2 3.G.3 3.G.4	Dimitrov: 2 & 3 Hays: 6
Week 10	Exploratory and Confirmatory Factor Analysis	3.G.2 3.G.3 3.G.4	Dimitrov: 5 & 6 (pp. 95-109)
Week 11	Eating Disorder Inventory 3	3.G.10	Eating Disorder Inventory - 3 Manual: pp. 1-119
Week 12	Anxiety and Depression Assessments Mental Health and Addiction Assessment	3.G.10	Beck Anxiety Inventory Manual State-Trait Anxiety Inventory Manual

			Beck Depression Inventory-2 Manual
			Hays: 8
			Measure of Psychosocial Development Manual
			Trauma Symptom Inventory-2 Manual
Week 13	Trauma, Development, and Obsessive Compulsive Assessments	3.G.8 3.G.10 3.G.14	Clark-Beck Obsessive Compulsive Inventory Manual
	I.Q, Career, and Personality Assessment		
			Hays: 9, 10, 11, 13
Week 14	Thanksgiving Break		
Week 15	Returning to the Case Conceptualization, Treatment Planning, and your Theoretical Approach	5.C.4	Berman 1 & 5 Maruish: 5
Week 16			Final Exam Case Conceptualization both Due Check Canvas for due dates

CACREP Core Standards Location

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While many of these CACREP standards are covered using a combination of readings, lectures, and other activities, the table below depicts which chapters in the Hays textbook covers each standard. These book chapters are assigned readings for the class.

CACREP Standard and Code	Hays Chapters
historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1 1
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2 2, 5
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3 5
reliability and validity in the use of assessments	3.G.4 6
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5 4
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6 3
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7 4, 8
use of assessments in academic/educational, career, personal, and social development	3.G.8 9, 10, 11,13
use of environmental assessments and systematic behavioral observations	3.G.9 2, 4
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10 2, 7
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13 7, 8
procedures for assessing clients' experience of trauma	3.G.14 7, 8
procedures for identifying and reporting signs of abuse and neglect	3.G.15 7, 8

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

KPI Assessment COUN 5062 Grading Rubric
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

- 5 = Advanced: Skills and understanding evident at an exceptional level
- 4 = Proficient: Strong level of mastery of skills and understanding
- 3 = Basic: Understanding of concepts/skills evident
- 2 = Developing: In process of developing understanding of concepts and skills; growth needed
- 1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
- NA: Not Applicable

Note: Ratings of 3 or above indicate performing well for student’s stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1	
basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2	
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3	
reliability and validity in the use of assessments	3.G.4	
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5	
ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6	
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	
use of assessments in academic/educational, career, personal, and social development	3.G.8	
use of environmental assessments and systematic behavioral observations	3.G.9	
use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10	
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13	

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procedures for assessing clients' experience of trauma	3.G.14
procedures for identifying and reporting signs of abuse and neglect	3.G.15
	CMHC
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4