Adler Graduate School
Richfield, Minnesota
AGS Course 533
CLINICAL ASSESSMENT
Fall 2012

1. Course Designation and Identifier Information

1.1 Adler Graduate School
1.2 Course number 561
1.3 Evaluation Methodologies in Counseling and Psychotherapy
1.4 Three (3) credits
1.5 Prerequisites: completed coursework up to this point

2. Course Description

Psychological Assessment is an important adjunct to fully understanding our clients in therapy. This course will explore the importance of a thorough clinical interview from a structured and unstructured frame. Students will obtain an understanding of psychological testing. Self report and therapist administered tests will be explored from the behavioral, personality, cognitive and neuropsychological areas in the concepts of both objective and projective forms.

3. Texts, Materials, and Resources (required and optional)


4. Learning Outcomes

Students in this course will:

4.1 Understand the history of psychological assessment and testing
4.2 Understand when psychological testing may be helpful or necessary to use with their clients.
4.3 Understand and articulate objective and projective theories of testing.
4.4 Understand and interpret common behavior rating scales.
4.5 Understand and interpret common self-report diagnostic tests.
4.6 Understand and articulate the importance of norming, validation and establishment of reliability measures.
4.7 Understand the importance of standards of administration.
4.8 Understand and articulate the strengths and weaknesses of psychological testing
4.9 Understand and articulate the importance of cultural and ethnic diversity when using psychological testing.
4.10 Understand how standardized testing is used and misused in the areas of evidence based practice.

5. Course Outline (Minor changes may be made to adjust to specific needs of a particular class as this course progresses)

Unit 1 – 10/2  6:15-9:30 pm

5.2 Introduction to Psychological Assessment and Testing, History of Assessment

Unit 2 – 10/9 6:15-9:30 pm
Whiston: Chapter 1, pp 3-22, Chapter 2, pp 23-44, Chapter 3, pp45-64 and Chapter 4, pp66-88.

5.3 Measurements of Central Tendency, Standard Deviations from the mean, norm-referenced, criterion referenced
5.4 T Scores, Standard Scores, Scaled Scores, Stanines, Reliability, Validity
5.5 Types of Assessment: observation, self report, other report, therapist administered, individual vs group, objective vs subjective, cognitive vs emotional

Units 3 & 4 – 10/14 9:00 am-5:00 pm
First Exam: 50 Multiple Choice

5.6 Assessment Interviews: Unstructured, Semi-structured, Structured
5.7 Mental Status Exam
5.8 Intelligence Testing (Demo)

Units 5 – 10/16 6:15-9:30 pm
Whiston: Chapter 7 pp146-171, Chapter 8 pp173-201

5.9 Achievement Testing (Demo)
5.10 Neuropsychological Testing (Demo)

Unit 6 - 10/23 6:15-9:30 pm
Whiston: Chapter 10 240-272

5.11 Personality Testing  Objective vs Projective

Unit 7 & 8 - 10/28 6:15-9:30 pm
Whiston: Chapter 13 pp 326-341

5.11 Assessment and diagnosis, conceptualization and treatment planning
5.12 Multicultural Issues in Assessment

Unit 9 - 10/30 9:00 am – 5:00 pm
Whiston: Chapter 15 pp. 365-388

Second Exam: 50 Multiple Choice
5.13 Assessment and Treatment Research

6. Special Project Time (SPT)

Special project time (SPT) is meant to be a self-contained involving 30 hours of experience. Special project time allows students the opportunity to integrate course materials, to involve additional reading and experiential activities, to use academic knowledge and professional experience related to their chosen degree plan, and to practice research and presentation skills.

The Special Project will be your choice of conceptualizing a psychological test or creating a thorough structured interview to be used with both children and adults. If you chose to create a test you will need to determine what the test will assess, who are the subjects on which the test will be normed,
how you will determine the validity and reliability of the test. You are encouraged to be creative on
this choice. If you chose to complete the Structured Interview template, make sure it addresses
development, function and diagnostics

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format
unless specifically noted by the course instructor (Publication Manual of the American Psychological

8. Assessment/Evaluation Procedures

8.1 Students will complete two exams. The first exam will be 50 multiple choice questions that cover
lecture material and reading material covered up to the time of the exam. This will count for 20
points of the student's grade.
8.2 Students will complete a second exam that will consist of 50 multiple choice questions that covers
all of the lecture material and reading material covered up to the point of the test. This will count
for 20 points of the student's grade.
8.3 Students will be grading on class participation. This will count for 10 points of the student's
grade.
8.4 Students will complete a Special Project that will count for 50 points of the student's final grade.

8.8 Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>10/14/2012</td>
<td>20 pts</td>
</tr>
<tr>
<td>Second Exam</td>
<td>10/30/2012</td>
<td>20 pts</td>
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<tr>
<td>Class Participation</td>
<td>10/30/2012</td>
<td>10 pts</td>
</tr>
<tr>
<td>Special Project</td>
<td>11/19/2012</td>
<td>50 pts</td>
</tr>
</tbody>
</table>

Grades

A  90-100
B  80-90
C  70-80
R  work below accepted level
I  incomplete

Final Projects can be submitted by email or delivered to professor
Mailbox

Hal Pickett
6425 Nicollet Ave
Richfield, MN 55423
hal.pickett@headway.org

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a
courtesy to notify the course instructor in advance using either e-mail or phone. A student can miss
two class units without explanation (i.e., two weeknights, one Saturday). Retaking the class is a possibility.

10. **Academic Integrity Policy**

Any work submitted by a student for academic credit must be the student's own work.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied (if applicable) will automatically receive a zero for the assignment. Penalty for violation of this policy can also be extended to include failure of the course and institutional disciplinary action.

Unless instructed differently, during examinations students must do their own work. Talking or discussion is not permitted during examinations, and students may not compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and institutional disciplinary action.

Plagiarism of any kind is unacceptable. When completing written assignments, all sources must be appropriately referenced (see *APA Manual*).

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students become successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Miscellaneous Policies**

14.1 Students must determine for themselves the level of self-disclosure in their participation that is appropriate for educational activities and personally safe. Please consult with the course instructor when unsure

14.2 For case presentations and other uses of clinical/personal information of others please refer to The Policy on Student Use of Patient/Client Information

15. **Instructor Contact Information**
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Richfield, MN 55423
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