



Doc Nbr:	69754255	Status:	ENROUTE
Initiator:	swilson	Created:	Feb 5, 2018

New Course KO PSY-P 540

Course Request Key Fields

1 .	Requesting Campus:	KO-Kokomo
2 .	Matching Course:	Yes
3 .	School:	HSS-Sch of Humanities & Social Sci
4 .	Subject:	PSY-Psychology
5 a.	Course Number:	P-540
b.	Has course number been reserved with, ussscrt@indiana.edu, University Student Services and Systems?	Yes
6 .	Credit Type:	Graduate
7 .	Is this a Purdue Course?	No
8 a.	Course Title	PRINC OF PSY ASSESSMT & PREDIC
b.	Recommended Abbreviation (30 characters including spaces):	PRINC OF PSY ASSESSMT & PREDIC

Course Catalog Attributes

9 .	Academic Career:	Graduate
10 .	Effective Term (anticipated):	Fall 2018
11 .	Credit Hours:	Fixed at 3
12 .	Contact Hours:	
13 .	Is S-F grading approval being requested?	No
14 .	Is variable title approval being requested?	No
15 .	Prerequisites/Corequisites (Information Only):	
16 .	Course Description:	

Course Attributes for Scheduling

17 .	Equivalent Courses:	N/A
18 a.	Repeatable for Credit?	No
b.	Total Career Credit Hours Allowed:	3
c.	Total Career Completions Allowed:	1
d.	Allow multiple enrollments in term?	No
19 a.	Type of Instructional Experience (Select primary component):	Lecture
b.	Additional component(s) that apply:	Lecture
20 .	Instruction Mode (select all that apply):	
21 .	Instructor Name:	
22 .	Estimated Enrollment:	
23 .	Estimated Enrollment Percent Expected to be Graduate Students:	
24 .	Frequency of Schedule:	Fall/Spring
25 .	Course Typically Offered:	Fall and Spring Terms

26 .	Will this course be required for majors?	Yes
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Additional Course Information

27 .	Justification for New Course:	TO TEACH MHC PROGRAM AT IU-KOKOMO, IU-EAST, AND IU-SOUTHEAST
28 a.	Does this course overlap with existing courses?	Yes
b.	Please explain:	MATCHING COURSE
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	Yes
29 .	Are the necessary reading materials currently available in the appropriate library?	No
30 .	Do you anticipate this course will require a special fee? (Information Only)	No

Essential Syllabus Information

ESI 1.	Course Content:	CONCEPTS OF VALIDITY AND RELIABILITY. DIAGNOSTIC DEVICES VIEWED AS BASES FOR DECISIONS. CLASSIFICATION. COMPARISON OF METHODS OF MAKING PREDICTIONS ABOUT INDIVIDUALS.
ESI 2.	Representative Bibliography or Resources:	PRINCIPLES FOR TRAINING IN EVIDENCE BASED PSYCHOLOGY: MODELS FOR THE GRADUATE CURRICULA IN CLINICAL PSYCHOLOGY, PREPARED BY THE DIVISION 12 TASK FORCE ON TEACHING EVIDENCE BASED PRACTICE IN CLINICAL PSYCHOLOGY, BECK (CHAIR) ETAL.
ESI 3.	Teaching and Learning Methods:	EXAMS, MOCK RISK ASSESSMENTS
ESI 4.	Learning Outcome/Objectives:	REVIEW HISTORICAL PERSPECTIVES OF THE USE OF ASSESSMENT AND TESTING IN COUNSELING; DESCRIBE ETHICAL AND CULTURAL CONSIDERATIONS AND STRATEGIES FOR SELECTING, ADMINISTERING AND INTERPRETING ASSESSMENT AND TEST RESULTS; EXPLAIN PROCEDURES; DEFINE BASIC STATISTICAL CONCEPTS.
ESI 5.	Learning Assessment:	EXAMS, DEMONSTRATIONS, WRITING ASSESSMENT REPORTS, CASE CONCEPTUALIZATION.

General Education Questions

GE1 .	Does this course satisfy campus-specific General Education requirements?	
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University Graduate School Specific Questions

UGS1 a.	Is this a cross-listed course?	No
b.	Please list the cross-listed courses:	
UGS2 a.	Is this a joint-listed (combined section) course?	No
b.	Please list the joint-listed (combined section) courses:	

Student Enrollment Services

USS 1. S	Course ID:	039982
USS 2. S	Remonstrance List:	

PSY P540 Principles of Psychological Assessment & Prediction
Fall 2018 Section #

Instructor:	Office Location:
E-mail:	Cell Phone #
Office Phone	Office Hours:

Virtual Office Hours: You can reach me by email or phone almost anytime
Course type: Graduate, Lecture & Discussion

Course Description: Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

Canvas: Candidates are required to use Canvas to access instructional material, assignments and messages. Candidates are required to upload assignments to Canvas & post messages for class discussions.

Possible Text & Course Readings

Principles for Training in Evidence Based Psychology: Models for the Graduate Curricula in Clinical Psychology, Prepared by the Division 12 Task Force on teaching evidence based practice in Clinical Psychology J. Gayle Beck, Chair, Louis G. Castonguay, Andrea Chronis Tusciano, E. David Klonsky, Lata K. McGinn, and Eric A. Youngstrom1

Student Outcomes & Learning Objectives. By the end of this course, candidates will be able to:

1. Review historical perspectives of the use of assessment & testing in counseling
2. Describe ethical & cultural considerations & strategies for selecting, administering & interpreting assessment & test results, especially as it relates to diagnosis
3. Explain procedure for preparing and conducting initial assessment meetings
4. Explain procedures for effectively assessing risk of aggression, danger to self & others AND describe appropriate steps for prevention and intervention
5. Define & explain basic statistical concepts including scales of measurement, measures of central tendency, types of distribution, correlations, reliability and validity.
6. Define & explain basic concepts of standardized, non-standardized testing, norm-referenced, criterion-referenced assessments, etc.

Major Course Assessments

Exam: history of assessment & testing, legal & ethical considerations of testing, steps of risk and suicide assessment, statistical concepts & concepts related to types of assessments

Demonstrate multiple types of interviewing: initial assessment and/or intake interview, structured & semi structured interviewing, observations & reporting,

Writing Assessment Reports: Background demographics, presentation of symptoms, etc

Case conceptualization: candidates are presented a mock case, must determine the questions to be answered, the assessments to be given and the potential outcomes based on possible results of the assessments. Demonstrate 'predictions' based on the battery of tests

Succeed at IU

You're probably used to seeing many policy statements on a syllabus. Faculty include these statements to ensure you understand course expectations so that you can succeed in your courses. At IU, we have placed all university policies on a single website easily accessed from every Canvas course site. Simply look at the left navigation bar and click on Succeed at IU. You can find links to sites with a great deal of useful information including

- How to avoid plagiarism and cheating
- Disability Services
- FLAGS
- Tutoring centers
- Canvas Guides
- Financial Aid
- Sexual Misconduct
- Counseling
- Writing Center and much more!

My expectation is that you review university policies carefully to ensure you understand the policy and possible consequences for violating the policy. Please contact me if you have any questions about any university policy.

Technology Skills: The candidate will utilize CANVAS for class materials & submission of some course assignments; candidates will utilize technology for research and class presentations; candidates *may be* required to audio or video-record mock practice counseling sessions; candidates may be required to research credible print and electronic mental health counseling resources; Candidates will be expected to communicate with the instructor through e-mail and CANVAS.

Content Standards

The Mental Health Counseling Program of IU Southeast, IU East & IU Kokomo is based on the 2016 CACREP Accreditation Standards and the Indiana Mental Health Counselor licensing requirements as stipulated by the Behavioral Health & Human Service Licensing Board. The standards assessed in this course, P540 Principles of Psychological Assessment & Prediction, are

7. Assessment & 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
- 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

Clinical Mental Health Counseling Standards

Counselor education programs with a specialty area in clinical mental health counseling must document additional MHC standards. The specific MHC standards assessed in this course, P540 Principles of Psychological Assessment & Prediction, are:

1. Foundations
 - e) psychological tests and assessments specific to clinical mental health counseling
2. Contextual Dimensions
 - d) diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
3. Practice
 - a) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b) techniques and interventions for prevention and treatment of a broad range of mental health issues

Course Outcomes, Learning Objectives & Assignments mapped to Standards

Objective	MHC Standards	CACREP Standard	Assessment
Review historical perspectives of the use of assessment & testing in counseling	1a, 2c, 2m	7a	Exam
Describe ethical & cultural considerations & strategies for selecting, administering & interpreting assessment & test results, especially as it relates to diagnosis	1b, 2c	7m	Exam
Explain procedure for preparing and conducting	3a	7b	Exam

initial assessment meetings			
Explain procedures for effectively assessing risk of aggression, danger to self & others AND describe appropriate steps for prevention and intervention	3a, 3b	7c, 7d,	Exam Mock Risk Assessments
Define & explain basic statistical concepts including scales of measurement, measures of central tendency, types of distribution, correlations, reliability and validity.		7f, 7g, 7h,	Exam
Define & explain basic concepts of standardized, non-standardized testing, norm-referenced, criterion-referenced assessments, etc.		7f, 7g, 7h	Exam