



Doc Nbr:	79251101	Status:	ENROUTE
Initiator:	swilson	Created:	Nov 28, 2018

## New Course KO PSY-I 669

### 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:	I-669
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	PSYCHOLOGICAL ASSESSMENT II
b.	Recommended Abbreviation (30 characters including spaces):	PSYCHOLOGICAL ASSESSMENT II

### Course Catalog Attributes

9 .	Academic Career:	Graduate
10 .	Effective Term (anticipated):	Spring 2020
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 (to be enforced during registration):	
16 .	Course Description:	Presentation of psychometric foundations and the basic prediction model in personality and symptom assessment. Coverage of the history of personality, symptoms of psychopathology, assessment, and supervised clinical practice in personality and symptom assessment and report writing.

### Course Attributes for Scheduling

17 .	Equivalent Courses:	
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:	Every Other Year
25 .	Course Typically Offered:	
26 .	Will this course be required for majors?	Yes

### Additional Course Information

27 .	Justification for New Course:	Part of the Mental Health Counseling program.
28 a.	Does this course overlap with existing courses?	No
b.	Please explain:	
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	
29 .	Are the necessary reading materials currently available in the appropriate library?	
30 .	Do you anticipate this course will require a special fee? (Information Only)	

### Essential Syllabus Information

ESI 1.	Course Content:	Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning.
ESI 2.	Representative Bibliography or Resources:	Gregory, R. J. (2016). Psychological Testing: History, Principles and Applications. 7th edition. Pearson. ISBN: 9780134002989
ESI 3.	Teaching and Learning Methods:	Exams (3): 100 points each, 30 percent of grade Practical Skills Assessments (2): 75 points each, 25 percent of grade Assessment Reports (4): 75 points each, 20 percent of grade Case Conceptualizations (2): 100 points each, 20 percent of grade Class Participation: 50 points, 5 percent of grade
ESI 4.	Learning Outcome/Objectives:	1. Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling; 2. Conduct initial intake interview; 3. Review procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide; 4. Review procedures for identifying trauma and abuse and for reporting abuse; and 5. Use interview and assessment data to make diagnostic and treatment decisions. Apply ethical and culturally relevant strategies in assessment.
ESI 5.	Learning Assessment:	Exams, Demonstrations, Case Conceptualization, Assessment Reports

### 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

<b>USS 1.</b> <b>S</b>	<b>Course ID:</b> 039773
<b>USS 2.</b> <b>S</b>	<b>Remonstrance List:</b>

PSY I669 Psychological Assessment in Rehabilitation II  
Spring 2020 Section

**Instructor:**

**E-mail:**

**Class Time/Location:**

**Office Hours: Arranged**

**Virtual Office Hours:** You can reach me by email or phone almost anytime

**Course type:** Graduate, Lecture & Discussion

**Office Location:**

**Office Phone:**

**Course Description:** Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning

**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.

**Textbooks:**

Gregory, R. J. (2016). Psychological Testing: History, Principles and Applications. 7<sup>th</sup> edition. Pearson. ISBN: 9780134002989

**Student Outcomes & Learning Objectives.**

By the end of this course, candidates will be able to:

1. Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. Conduct initial intake interview
3. Review procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
4. Review procedures for identifying trauma and abuse and for reporting abuse
5. Use interview and assessment data to make diagnostic and treatment decisions. Apply ethical and culturally relevant strategies in assessment

**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. Exams will likely be given using the Canvas LMS and utilizing Lockdown Browser. At least one exam will focus primarily on assessing DSM content and characteristics of the disorders within the DSM-5.

**Demonstrate** multiple types of interviewing: initial assessment and/or intake interview, structured & semi structured interviewing, observations & reporting. These will entail both in vivo and outside class assignments that will both help build skills and support the clinical case reports.

**Case conceptualization:** Background demographics, presentation of symptoms, etc. Exemplars will be given to demonstrate the desired professional format and students will be evaluated on their ability to collect the needed information to provide a robust report.

**Assessment Reports:** 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 included in the case conceptualizations using the information gathered. Candidates may also be required to create a case conceptualization based on the in vivo classroom activities.

**Grading System:**

Exams (3):	100 points each	30 percent of grade
Practical Skills Assessments (2)	75 points each	25 percent of grade
Assessment Reports (4)	75 points each	20 percent of grade
Case Conceptualizations (2)	100 points each	20 percent of grade
Class Participation:	50 points	5 percent of grade

**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, I669 Psychological Assessment in Rehabilitation II, 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, I669 Psychological Assessment in Rehabilitation II, 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**

<b>Objective</b>	<b>MHC Standards</b>	<b>CACREP Standard</b>	<b>Assessment</b>
Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling	1e, 2d	7a, 7f, 7g	Exam Case Conceptualizations
Conduct initial intake interview	3a	7a, 7b, 7m	Exam Skills Assessment Case Conceptualizations
Review procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2d, 3a, 3b	7b, 7c, 7e	Exam Skills Assessment Assessment Report
Review procedures for identifying trauma and abuse and for reporting abuse	1e, 2d, 3a, 3b	7b, 7c, 7d, 7e	Exam Skills Assessments Assessment Reports
Use interview and assessment data to make diagnostic and treatment decisions. Apply ethical and culturally relevant strategies in assessment	1e, 2d, 3a, 3b	7f, 7g, 7h, 7j, 7l, 7m	Exam Skills Assessment

Week	Date	Topic	Required Readings	Due Dates
1	Jan 13			
2	Jan 20	MLK Holiday		
3	Jan 27			
4	Feb 3			
5	Feb 10			
6	Feb 17			
7	Feb 24			
8	Mar 2			
9	Mar 9			
10	Mar 16	Spring Break		
11	Mar 23			
12	Mar 30			
13	Apr 6			
14	Apr 13			
15	Apr 20			
16	Apr 27			
	May 4	Finals		

Doc #  
79251101

New Course Document

Document Overview

PSY/IL669

Description

Course Request Key Fields

1.	Requesting Campus: *	KO - Kokomo
2.	Matching Course: *	No
3.	School: *	SOAS - School of Arts & Sciences
4.	Subject: *	Psychology
5a.	Course Number: *	**PSY-IL669 ** If applicable, include subject letter designation
b.	Has course number been reserved with, SES-CourseCatalog@exchange.iu.edu, Student Enrollment Services?	<input type="radio"/> Yes <input checked="" type="radio"/> No
6.	Credit Type: *	Grad
7.	Is this a Purdue Course?	<input type="radio"/> Yes <input checked="" type="radio"/> No
8a.	Course Title *	Topics in English Studies Psychological Assessment in
b.	Recommended Abbreviation (30 characters including spaces): *	Psych Assess II Rehabilitation II

Course Catalog Attributes

9.	Academic Career: *	Career... grad
10.	Effective Term (anticipated): *	Term... Spring 2020
11.	Credit Hours: *	<input checked="" type="radio"/> Fixed <input type="radio"/> Variable
12.	Contact Hours:	<input type="radio"/> Fixed <input type="radio"/> Variable
13.	Is S-F grading approval being requested? *	<input type="radio"/> Yes <input checked="" type="radio"/> No
14.	Is variable title approval being requested? *	<input type="radio"/> Yes <input checked="" type="radio"/> No
15.	Prerequisites/Corequisites (Information Only):	enrolled in MHC program
16.	Course Description: *	Use course catalog

Course Attributes for Scheduling

17.	Equivalent Courses:	
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<b>ESI2.</b>	<b>Representative Bibliography or Resources:</b>	
<b>ESI3.</b>	<b>Teaching and Learning Methods:</b>	
<b>ESI4.</b>	<b>Learning Outcome/Objectives:</b>	
<b>ESI5.</b>	<b>Learning Assessment:</b>	

University Graduate School Specific Questions [hide](#)

<b>UGS1a.</b>	<b>Is this a cross-listed course? *</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>UGS2a.</b>	<b>Is this a joint-listed (combined section) course? *</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No

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