

**Austin Peay State University**  
**Department of Psychological Sciences and Counseling**  
**COUN 5190: Psychological Assessment and Appraisal**

<b>Term: Fall 2021, Term B</b>	<b>Credit Hours: 3</b>
<b>Meeting Time: Wednesday 4:30-7:30</b>	<b>Room #: Clement 306</b>

**Instructor: Kim Coggins**

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Book Office Hours at this link: <https://cogginsk.youcanbook.me>

Zoom link for Office Hours: <https://apsu.zoom.us/j/99997190294>

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Required Texts:**

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (9<sup>th</sup> ed.). Boston, MA: Pearson.

National Child Traumatic Stress Network (NCTSN) & National Center for PTSD (2006).

*Psychological First Aid: Field operations guide* (2<sup>nd</sup> ed.). Los Angeles: Author.

Available for download at the following website:

<https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-2nd-edition>

Also, available on D2L

Other readings may be assigned throughout the semester. These readings will be announced and provided on the D2L page for this course.

**Optional Text:**

Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L.,

Pynoos R., & Vogel J. (2012). *Psychological first aid for schools: Field operations guide* (2<sup>nd</sup> ed.). Los Angeles: National Child Traumatic Stress Network.

Available for download at the following website:

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

Also, available on D2L

**Course Description:**

This course is intended to provide an overview of approaches to assessment used by professional counselors. Students will gain an understanding of the history of assessment, theories of psychological assessment, and application of assessment data to counseling. The course will focus on group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

**Austin Peay State University**  
**College of Education**

***CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS***

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

**Course Policies****CoBHS Diversity Statement:**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

**Divisive Concepts Statement:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism,

sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

**Students with Disabilities:**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

**Academic and Classroom Misconduct:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

**Writing Quality and Academic Honesty:**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

**Plagiarism Policy:**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated

independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

**Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

**Service Animals in the Classroom:**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

**Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

**Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

**Class Grievances:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

### Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### Minimal Technology Requirements

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## Course Objectives and Requirements

### Knowledge and Skill Outcomes

The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Explore strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	II.F.4.e	Readings & Class Discussion

<b>Course Objectives</b>	<b>CACREP Standards</b>	<b>Course Activities</b>
Be familiar with historical perspectives concerning the nature and meaning of assessment and testing in counseling	II.F.7.a	Readings & Class Discussion, Exam
Know methods of effectively preparing for and conducting initial assessment meetings	II.F.7.b	Readings & Class Discussion, Assessment Report, Exam
Know procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	II.F.7.c	Readings & Class Discussion, Assessment Report
Know procedures for identifying trauma and abuse and for reporting abuse	II.F.7.d	Readings & Class Discussion
Understand the use of assessments for diagnostic and intervention planning purposes	II.F.7.e	Readings & Class Discussion, Assessment Report, Exam
Be familiar with basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	II.F.7.f	Readings & Class Discussion, Exam
Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	II.F.7.g	Readings & Class Discussion, Exam
Understand the role of reliability and validity in the use of assessments	II.F.7.h	Readings & Class Discussion, Exam
Be familiar with assessments relevant to academic/educational, career, personal, and social development	II.F.7.i	Readings & Class Discussion
Be familiar with environmental assessments and systematic behavioral observations	II.F.7.j	Readings & Class Discussion
Be familiar with symptom checklists, and personality and psychological testing	II.F.7.k	Readings & Class Discussion
Understand how to use assessment results to diagnose developmental, behavioral, and mental disorders	II.F.7.l	Readings & Class Discussion, Assessment Report, Exam
Understand ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	II.F.7.m	Readings & Class Discussion, Exam

<b>Course Objectives</b>	<b>CACREP Standards</b>	<b>Course Activities</b>
Understand basics of conducting an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	V.C.3.a	Readings & Class Discussion, Assessment Report, Exam
Understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan	II.F.3.g	Readings & Class Discussions, PFA Case Studies
Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	II.F.5.m	Readings & Class Discussions, PFA Case Studies
Be familiar with the impact of crisis and trauma on individuals with mental health diagnoses	V.C.5.c	Readings & Class Discussions, PFA Case Studies
Understand school counselor roles and responsibilities in relation to crises, disasters, and trauma	V.G.2.e	Readings & Class Discussions, PFA Case Studies

**Method of Instruction:**

Course instruction may consist of lecture, self-assessment, group exercises, class discussion, role-plays, expressive activities, and films.

**Grading Standards**

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

**Student Performance Evaluation Criteria and Procedures*****Class Participation & Professionalism (20%)***

This is a graduate level class and as such, attendance, class participation and professionalism are expected and vital.

*Attendance:* If you do miss a class, you will be responsible for the information presented in that class. Each unexcused absence will result in a 5-point deduction from your attendance and class participation grade. More than three unexcused absences will result in a failing grade for the course. Absences will be excused at the discretion of the instructor; however, please think in terms of life/death emergencies. That said, **please don't come to class sick**. Contact the instructor for alternate ways to access the class that week. Please note that this class starts at 4:30 PM. You are expected to be in class on time as a late arrival disrupts class instruction and your peers. Please make every effort to be here on time for class. However, there may be times when events outside of your control constitute a late arrival. Please be aware that three late arrivals will constitute one absence. Additionally, please be aware that being late by more than 20 minutes for two class meetings will constitute one absence.

*Participation:* Class participation grades will be based on your engagement and participation in both the online and on-ground portions of class. Please come to class prepared and ready to fully engage in class. Since class participation is a vital part of learning, even excused absences can impact your class participation grade. Also, please engage with all assigned online material. Failure to view online components will also impact your class participation grade.

*Professionalism:* Additionally, becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your discussions and management of course material and personal information shared by peers; appropriate dress and behavior during on-ground and online meetings; respect for colleagues, clients, faculty, and others in your conversation and behaviors; timeliness, attentiveness, and participation in all class



meetings, assignments, and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

**Weekly Reflective` Response (15%): Responses due by Saturday at midnight weekly starting Week 2 of class.**

At the beginning of each week (Sunday), one or two questions will be posted to the discussion board to which you will offer a thoughtful and substantive response and support application of the topic. These questions will be related to topics covered in the readings, online lecture materials, and other course themes for that particular week. Though this is not a formal research paper, please use academic language and APA format in your writing. If you use information that comes from external sources, you must cite your sources using APA format (note: information from class lectures and powerpoints can be included without citations). The purpose of this assignment is to facilitate reflection and application of the material and sharing of ideas. In order to receive full credit for this assignment, only need to post your own response.

**Comprehensive Assessment Report:**

**Rough Draft (5%) Due November 13, Final (25%) Due December 4**

**\*Live Text Key Assessment**

You will be required to conduct a clinical/diagnostic interview with a volunteer. Your volunteer must be over 18 and cannot be a member of your immediate family or the counseling program. In these mock activities, you will administer assessments and then write an assessment report. Your report should include a thorough psychosocial history, mini-mental status exam, diagnostic impressions, treatment/counseling recommendations/plan, and any appropriate assessment data. NOTE: You will need to administer at least one, pre-approved, intentionally chosen assessment (e.g., BDI for an individual with depressive symptoms as a presenting concern). If you choose to use multiple assessments, at least one must be an objective assessment. You should use all of the data to formulate your diagnostic impressions based on your hypotheses. Your treatment recommendations should help address the presenting problem of the client and should be based on all the information gathered during the interview, as well as your formal assessment data. Make sure that you provide a thorough rationale for each treatment recommendation. A minimum of 3 treatment recommendations are expected. More information regarding this assignment and access to assessment materials will be provided in class.

**Please note: All identifying client information must be removed. Use pseudonyms in place of the client's actual name.**

As the LiveText Key Assessment for this course, both your rough draft and final version must be submitted to LiveText by 11:59 PM on the assignment due date. Your assignment will not be graded until it is uploaded to LiveText. If your rough draft or final report is not uploaded by the due date, your grade for this assignment will be lowered by 10 points for each day the assignment is late.

**Commented [CKC1]:** Add in crisis contact information should they need it as a part of the CAR (hopefully not, but better safe than sorry.

Also include those contacts in D2L\* maybe consistent in all courses?

**Commented [CKC2]:** Take this out because it confuses some people.

**Commented [CKC3]:** And in the attached template and rubric.

**Psychological First Aid Case Studies (20%) Due November 20**

You will receive a list of scenarios related to a disaster situation. **Choose two** of the three scenarios and write a paper discussing your possible interactions with each scenario using Psychological First Aid skills. For each scenario, you will address the following topics:

1. How may you initially engage with the individual(s) in the case study? What seems like it may be the most important thing to do first? What skills will be most important for you to use?
2. What information may be helpful to gather from the individual(s) in the case study?
3. What social supports may be beneficial to assist the individual(s) in case study in connecting with?
4. What are at least two specific methods of coping that may be beneficial for the individual(s) in the case study? (NOTE: you cannot use the same two methods of coping for each scenario, push yourself to identify a variety of coping tools that may be beneficial in crisis scenarios).
5. What immediate assistance and/or long-term collaborative services may be beneficial for the individual(s) in the case study?
6. What aspects of the scenario may be difficult to manage and why?

**Exam (15%) December 10**

At the completion of the course, you will complete an exam given online using D2L. The exam will include 60 multiple-choice items testing information related to the following topics:

- What is Assessment
- Selecting Administering, Scoring and Interpreting Assessment Results
- Communicating Assessment Results
- Building Rapport; Testing Environment; Report Writing
- Statistical Concepts and Understanding Assessment Scores
- Reliability & Validity
- Assessment with Diverse Populations
- Ethical & Legal Issues in Assessment
- Clinical Assessments
- Assessments in Education

The exam will be available from November 28 through December 10<sup>th</sup>. The exam will be timed; you will have 3 hours to complete the exam. Be sure to proceed through the exam in a timely fashion so as not to leave questions at the end that you do not get to. As you prepare for the exam, do so as if it is a closed book exam. You must understand the ideas and concepts. When you take the exam, you are free to use your notes, your textbook, and the course materials to look things up. You may not use any other source, person(s), or materials.

The exam will be scored and the questions that you missed available for review after completing the exam. You will have two (2) opportunities to complete the exam. The highest score from these two attempts will be recorded as your grade for the exam.

If you don't understand an item that you missed even after looking it up in the text, please let me know. However, please do not ask me to change your exam score to give you credit for something you believe may be confusing or misleading. I revise exam items every semester based on student scores and feedback; while I want you to get the score you deserve; I also recognize that you will occasionally misinterpret a question or two. In addition, I know that you will get some questions correct that you may not have understood (and I doubt you will challenge any of those J). I believe these "errors" balance out in all cases.

Note: All work is expected to be completed by the dates indicated for various assignments. **Ten points will be deducted per day for assignments that are past due.**

**Grading:**

<b>Assignment</b>	<b>Value</b>
Class Participation & Professionalism	20%
Reflective Responses	20%
Comprehensive Assessment Report	
Rough Draft	5%
Final Report	25%
PFA Case Studies	20%
Exam	10%
TOTAL	100%

### **COVID-19 Statement & Guidelines**

In accordance with CDC guidelines for higher education, as of August 11, 2021, regardless of vaccination status, masks are required in any of the university's indoor facilities except for private offices, individual study/practice rooms, and residence hall rooms. Social distancing is not required. Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student *must* submit the [COVID-19 Self-Reporting Form](#). Any student exhibiting symptoms of COVID-19 should seek a test, must fill out the [COVID-19 Self-Reporting Form](#), and should not attend in-person classes while symptomatic. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

## Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary.

Week	Date	Topic	Readings/Assignments Due
Week 1 10/19- 10/22	10/19 On-Ground	Introductions, Course and syllabus review  Introduction & History  (CACREP II.F.7.a)	Chapters 1, 4
	Online	Assessment Process: Selecting, Administering, Scoring, and Interpreting Scores  (CACREP II.F.7.b, II.F.7.f, II.F.7.m, V.C.3.a)	Chapter 9
Week 2 10/23- 10/29	10/26 On-Ground	Introducing clients to testing, building rapport, testing environment, Report Writing  Initial Assessment Meetings  Psychosocial Interview, MSE  (CACREP II.F.7.b, II.F.7.f, II.F.7.m, V.C.3.a)	Chapter 17 (some information in this class is covered in Chapter 15)
	Online	Crisis Intervention, Risk Assessment and Intervention  Special Issues in Crisis Intervention  (CACREP II.F.7.c, II.F.7.d, II.F.3.g, V.C.2.f, V.G.2.e)	Additional Readings  <b>Reflective Response 1 (10/30)</b>
Week 3 10/30- 11/5	11/2 On-Ground	Crisis Intervention, Risk Assessment and Intervention  Special Issues in Crisis Intervention  (CACREP II.F.7.c, II.F.7.d, II.F.3.g, V.C.2.f, V.G.2.e)	Additional Readings

Week	Date	Topic	Readings/Assignments Due
	Online	Disaster Mental Health, Psychological First Aid  (CACREP II.F.3.g, II.F.5.m, V.C.2.f, V.G.2.e)	PFA Manual <b>Reflective Response 2 (11/6)</b>
Week 4 11/6-11/12	11/9 On-Ground	PFA Simulation Activity	PFA Manual
	Online	Reliability & Validity  (CACREP II.F.7.h)	Chapters 7, 8  <b>Reflective Response 3 (11/13)</b>  <b>Rough Draft Comprehensive Assessment (11/13)</b>
Week 5 11/13-11/19	11/16 On-Ground	Understanding Scores and Concepts - Statistical Concepts - Standardized vs. Non-standardized - Norm & Criterion Referenced  (CACREP II.F.7.f, II.F.7.g)	Chapters 5, 6
	Online	Continued from Class	<b>Reflective Response 4 (11/20)</b>  <b>Psychological First Aid Case Studies Due (11/20)</b>
6 11/20-11/26	11/23 No synchronous meeting	Thanksgiving – No synchronous meeting	
	Online	Ethics & Diverse Populations (CACREP II.F.7.m)	Chapters 2, 3  <b>Reflective Response 5 (11/27)</b>
7 11/27-12/3	11/30 On-Ground	Educational Assessment Clinical Assessment for Diagnostic and Planning Purposes	Chapters 15, 16

**Commented [CKC4]:** Look for guest speakers for a panel discussion – include CMH & SC professionals

Week	Date	Topic	Readings/Assignments Due
		<i>(CACREP II.F.7.b, II.F.7.e, II.F.7.j, II.F.7.l, V.C.3.a)</i>	
	Online	Continued from Class	<b>Reflective Response 6 (12/4)</b>  <b>Comprehensive Assessment Report Due (12/4)</b>
8 12/4- 12/9	12/7 On-Ground	Intelligence Tests, Achievement Tests, Aptitude Tests, Career Tests, Personality Tests, Couples & Family Tests, Etc.  <i>(CACREP II. F.3.d, II.F.4.e, II.F.7.i, II.F.7.k, II.F.7.l)</i>	Chapter 10, 11, 12, 13, and 14
	Online	Continued from Class	<b>Reflective Response 7 (12/10)</b>  <b>Exam (12/10)</b>

**Commented [CKC5]:** Look for in person discussion from Erynne or other psychologist regarding what counselors need to know about psychological assessment batteries & specialized assessment

## Comprehensive Assessment Report: Template

### Your Name and Credentials:

### Date of Interview:

### Name of client:

For this assignment, please do not include the client's real name or any identifying information. Assign your client a pseudonym and use that throughout.

### Reason for the assessment:

Include the client's chief complaint or why they are being assessed. This presenting problem information should include concerns in client's own words, history of problem (onset, duration, intensity), strengths/coping, and why the client chose to initiate assessment now.

### Description of the client:

Include age, gender orientation, sexual orientation, race/ethnicity, occupation, marital/relationship status, living situation, etc.

### Clinical Observations

Your observations regarding behavior, appearance, demeanor/attitude, speech/movement, posture/nonverbal, eye contact, etc. This section should include your observations and assessment regarding the client's Mental Status using the mental status exam areas discussed in class. This should include observations gathered during the interview portion of this assignment.

### Psychosocial History:

Information on client's history including, but not limited to, family of origin, current family/relationship functioning, social supports and interpersonal functioning, mental health history, physical health history, education, occupation, legal, substance use, spiritual issues, abuse/trauma, multicultural considerations, etc. See discussions from class more complete description of what needs to be included here.

### Evaluation Method:

Include the name of each assessment instrument used, why instruments were selected, and the rationale for the methods used.

### Date of Evaluation:

### Behavioral Observation:

Include pertinent behavior that client exhibited during the testing. For example, "client chewed on the pencil for several minutes prior to making her first selection. She then erased the selection, began to cry, and got up out of her chair and left the room for 5 minutes. She returned and asked to finish the test at



a later time. Client returned in one hour. At that time, she calmly finished the test within 10 minutes.” This behavior helps to establish the validity of the client’s results on the instrument.

**Results and Interpretation of Assessment:**

Discuss the results of the assessment and your interpretation of these results. This description must be clear to other professionals who may not be familiar with the instrument and may need to include a brief description of what the instrument measures and what the scores mean. For example, “Client scored 22 on the Beck Depression II which is in the moderate range of depression.”

**Repeat “Evaluation Method,” “Date of Evaluation,” “Behavioral Observation,” and “Results and Interpretation of Assessment” for each assessment you choose.**

**Overall Assessment Interpretation:**

Compare the results between tests and/or between the test and information gathered in the interview, discuss consistencies and inconsistencies and how information gathered from one source helps to understand information from the other source. Include the strengths and weaknesses of the client. Discuss the results in light of the reason for testing. Predictions about the client’s future may be included.

**Diagnostic Impressions & Case Conceptualization:**

Your diagnostic impressions should be directly related to information written in the previous sections of the paper and should be tied to DSM-V criteria. Use all of the data from the psychosocial interview, MSE, suicide/homicide assessments, and other assessment(s) to formulate your impressions.

This section should also include your theoretical understanding of your client. Again, use all of the data from the psychosocial interview, MSE, suicide/homicide assessments, and other assessment(s) to formulate your impressions and link these directly to the theory of your choice. Remember – this is how you are “thinking” about your client (not what you plan to do).

**Treatment Recommendations:**

These should address the client’s presenting problem and be based on all of the information gathered during the interview as well as your formal assessment.

- Treatment Recommendation 1: Clearly describe the recommendation and provide a thorough rationale for the recommendation.
- Treatment Recommendation 2: Clearly describe the recommendation and provide a thorough rationale for the recommendation.
- Treatment Recommendation 3: Clearly describe the recommendation and provide a thorough rationale for the recommendation.

## Comprehensive Assessment Report Grading Outline

Student: \_\_\_\_\_

Criteria	Score	Comments
Grammar/APA format, organizational structure, clear & concise writing style (10 points)		
Reason for Assessment (10 points)		
Description of client (10 points)		
Clinical Observations (10 points)		
Psychosocial History (15 points)		
Evaluation Information: at least 1 (15 points) <ul style="list-style-type: none"> <li>• Evaluation Method</li> <li>• Date of Evaluation</li> <li>• Behavioral Observations</li> <li>• Results and Interpretation</li> <li>• Overall Assessment Interpretation</li> </ul>		
Diagnostic Impressions & Case Conceptualization (15 points)		
Treatment Recommendations: at least 3 (15 points)		
<b>TOTAL</b>		

Additional Comments:

**COUN 5190: Psychological Assessment  
Comprehensive Assessment Report Rubric**

<b>Element</b>	<b>Proficient (3 pts)</b>	<b>Satisfactory (2 pts)</b>	<b>Needs Improvement (1 pt)</b>	<b>Inadequate (0 pt)</b>
<b>Writing Style</b> CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	APA writing style with appropriate citations and references throughout paper. Well-organized. Clear and concise writing. Outstanding grammar and spelling.  (9-10 points)	APA writing style with appropriate citations and references through most of paper. Some issues with clarity, conciseness, or organization but do not hamper readability. Few grammar and spelling errors.  (7-8 points)	Some difficulty with APA citations and references throughout paper. Issues with clarity, conciseness, or organization that somewhat impact readability. Several grammar and spelling errors. Some problems with formatting.  (5-6 points)	APA writing style not appropriately used. Difficulties with organization, clarity, and conciseness significant impact readability. Poor grammar and spelling throughout paper.  (1-4 points)
<b>Reason for Assessment</b> CACREP-2016 2.F.7.b CACREP-2016 2.F.7.c CACREP-2016 2.F.7.d CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Well described presenting problem and reason for assessment. Includes appropriate demographic information. MSE assessment conclusions presented and well supported.  (9-10 points)	Somewhat described presenting problem and reason for assessment. Most necessary demographic information present. MSE assessment conclusions present with some support.  (7-8 points)	Presenting problem and reason for assessment somewhat unclear. Missing some important areas of demographic information. MSE assessment conclusions presented with minimal support.  (5-6 points)	Presenting problem and reason for assessment unclear or not included. Missing significant portions of demographic information. MSE assessment conclusions incorrect or unsupported.  (1-4 points)
<b>Description of Client</b> CACREP-2016 2.F.7.b CACREP-2016 2.F.7.c CACREP-2016 2.F.7.d CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Includes all necessary demographic information.  (9-10 points)	Most necessary demographic information present.  (7-8 points)	Missing some important areas of demographic information  (5-6 points)	Missing significant portions of demographic information.  (1-4 points)
<b>Clinical Observations</b> CACREP-2016 2.F.7.b CACREP-2016 2.F.7.c CACREP-2016 2.F.7.d CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	MSE assessment includes all major categories assessed; conclusions presented and well supported  (9-10 points)	MSE assessment includes most major categories assessed; conclusions present with some support.  (7-8 points)	MSE assessment includes some major categories assessed; conclusions presented with minimal support.  (5-6 points)	MSE assessment missing significant portions; conclusions incorrect or unsupported.  (1-4 points)

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
<b>Psychosocial History</b> CACREP-2016 2.F.7.b CACREP-2016 2.F.7.c CACREP-2016 2.F.7.d CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Well described and detailed information regarding client's history that includes deep exploration all essential elements of a psychosocial history.  (13-15 points)	Clearly described information regarding client's history that includes some exploration of many essential elements of a psychosocial history with some detail.  (9-12 points)	Somewhat described information regarding client's history that includes some exploration of some essential elements of a psychosocial history with minimal detail.  (6-9 points)	Missing several essential elements of a psychosocial history with insufficient detail regarding the elements present.  (1-5 points)
<b>Evaluation Information</b> CACREP-2016 2.F.7.e CACREP-2016 2.F.7.f CACREP-2016 2.F.7.g CACREP-2016 2.F.7.h CACREP-2016 2.F.7.i CACREP-2016 2.F.7.j CACREP-2016 2.F.7.k CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Evaluation method(s) appropriately identified with well supported rationale. Detailed description of pertinent behavior during evaluation. Results are appropriately reported and correctly interpreted with detail. Comprehensive comparative interpretation of all evaluation methods used included.  (13-15 points)	Evaluation method(s) identified with some rationale. Some description of pertinent behavior during evaluation. Results are appropriately reported and correctly interpreted with some detail. Comprehensive interpretation of all evaluation methods included with some detail.  (9-12 points)	Evaluation method(s) identified with minimal or unclear rationale. Missing description of pertinent behavior during evaluation. Results are reported with minor errors. Interpretation is unclear and lacking detail. Comprehensive interpretation of all evaluation methods lacking sufficient detail.  (6-9 points)	Evaluation method(s) not clearly identified and/or with no rationale given. Missing description of pertinent behavior during evaluation. Results reported with major errors. Interpretation is unclear or incorrect. Comprehensive interpretation of all evaluation methods missing or lacking detail.  (1-5 points)
<b>Diagnostic Impressions &amp; Case Conceptualization</b> CACREP-2016 2.F.7.e CACREP-2016 2.F.7.l CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Detailed diagnostic impressions that are clearly linked to data from all areas of assessment, DSM-V criteria, and theory. Strong case presented for impressions.  (13-15 points)	Diagnostic impressions clearly linked to data from some areas of assessment, DSM-V criteria, and theory. Moderate case presented for impressions.  (9-12 points)	Diagnostic impressions loosely linked to data from some areas of assessment, DSM-V criteria, and theory. Weak case presented for impressions.  (6-9 points)	Diagnostic impressions very weakly connected or unconnected from most areas of assessment. Very weak case presented for impressions.  (1-5 points)
<b>Treatment Recommendations</b> CACREP-2016 2.F.7.e CACREP-2016 2.F.7.m CACREP-2016 5.C.3.a	Provides at least three well-formulated treatment recommendations that each clearly address the client's presenting problem, are tied to information gathered through assessment, and include a strong rationale.  (13-15 points)	Provides at least three treatment recommendations that somewhat address the client's presenting problem, are somewhat tied to information gathered through assessment and include moderate rationale.  (9-12 points)	Provides only two treatment recommendations OR provides at least three treatment recommendations that are weakly related to the client's presenting problem, are weakly tied to information gathered through assessment, and include weak rationales.  (6-9 points)	Provides less than two treatment recommendations OR provides treatment recommendations that are unrelated to client's presenting problem or information gathered through assessments, and have inadequate or missing rationales.  (1-5 points)

## PFA Case Study Grading Outline

**Student:** \_\_\_\_\_

Criteria	Score	Comments
Grammar/format, organizational structure, clear & concise writing style (10 points)		
Initial engagement with individual(s) (20 points)		
Information Gathering (14 points)		
Social Supports (14 points)		
Coping (14 points)		
Assistance and Collaborative Services (14 points)		
Difficult Aspects (14 points)		
<b>TOTAL</b>		

Additional Comments: