



**USU-REH 6210 Syllabus**  
**Mental Health Assessment in Rehabilitation Counseling (2 credits)**  
**Spring Semester 2021**

**Instructors:** Michael Gerald, PhD, CMHC, CRC, LMHC (Iowa)  
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Office Hours: Mondays, 3:15pm-5:15pm *and* by appointment  
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Course Location: Online (Access through Zoom link in CANVAS)  
Course Meeting: Mondays, 5:15 – 7:00 p.m. MST  
Credit Hours: 2

**COURSE DESCRIPTION**

This course focuses on the tools, procedures, psychometrics, and resources for mental health assessment, with an in depth focus on specific clinical mental health diagnoses (e.g., anxiety, depression, Bipolar, personality disorders, etc.) and their social, emotional, educational, and occupational impact. Additionally, this course provides an overview of trauma, crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

**READINGS**

Extensive readings will consist of book chapters from the required texts and supplemental empirical articles (posted in Canvas). **You must complete all readings prior to the class period for which they are assigned**, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. You should expect to study the readings as necessary to understand the material.

**Auto Access eBook: Assessment in Counseling eBook 6e by Hays**

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: <https://portal.verba.io/usu/login>

**TECHNOLOGY**

If you have trouble with Canvas, contact Canvas Support (877) 399 1958.



### REQUIRED TEXTBOOKS

- Hays, D. G. (2017). *Assessment in counseling: Procedures and practices*. Alexandria, VA: American Counseling Association.
- Duffey, T., & Haberstroh, S. (2020). *Introduction to crisis and trauma counseling*. Alexandria, VA: American Counseling Association.
- *Recommended:* Author. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

### ADDITIONAL REFERENCES (found on Canvas)

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.

American Mental Health Counselors Association (AMHCA). (2020). AMHCA Code of Ethics. <https://www.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=24a27502-196e-b763-ff57-490a12f7edb1&forceDialog=0>

Beveridge, S., Chan, C., Dinardo, J., & Glickman, C. (2019). Clinical Judgment and the Utilization of Psychometric Instruments for Vocational Assessment. *Rehabilitation Research, Policy, and Education*, 33(2), 144-155. doi:10.1891/2168-6653.33.2.144

Commission on Rehabilitation Counselor Certification. (2017). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author.

Duckworth, J. (1990). The Counseling Approach to the Use of Testing. *The Counseling Psychologist*, 18(2), 198-204. doi:10.1177/0011000090182002

Hamann, E. E. (1994). Clinicians and Diagnosis: Ethical Concerns and Clinician Competence. *Journal of Counseling & Development*, 72(3), 259-260. doi:10.1002/j.1556-6676.1994.tb00931.x

Krueger, R. F., Derringer, J., Markon, K. E., Watson, D., & Skodol, A. E. (2012). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine*, 42(9), 1879-1890. doi:10.1017/s0033291711002674

Leibert, T. W. (2006). Making Change Visible: The Possibilities in Assessing Mental Health Counseling Outcomes. *Journal of Counseling & Development*, 84(1), 108-113. doi:10.1002/j.1556-6678.2006.tb00384.x



- Lenz, A. S., & Wester, K. L. (2017). Development and Evaluation of Assessments for Counseling Professionals. *Measurement and Evaluation in Counseling and Development*, 50(4), 201-209. doi:10.1080/07481756.2017.1361303
- National Board for Counselor Certification (NBCC) Code of Ethics:  
<https://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>
- Naugle, K. A. (2009). Counseling and Testing: What Counselors Need to Know About State Laws on Assessment and Testing. *Measurement and Evaluation in Counseling and Development*, 42(1), 31-45. doi:10.1177/0748175609333561
- Neukrug, E., Peterson, C. H, Bonner, M., & Lomas, G. I. (2013). Counselor preparation: A national survey of assessment instruments taught by counselor educators. *Counselor Education & Supervision*, 52, 207-221.
- Peterson, C. H., Lomas, G. I., Neukrug, E. S., & Bonner, M. W. (2014). Assessment use by counselors in the United States: Implications for policy and practice. *Journal of Counseling & Development*, 92, 90-98.
- Seligman, L., & Reichenberg, L. W. (2014). Introduction to Effective Treatment Planning. In *Selecting Effective Treatments* (4<sup>th</sup> ed., pp. 1-40). Hoboken, NJ: Wiley.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). Foundations and Preparations. In *Clinical Interviewing* (5th ed., pp. 42-81). Hoboken, NJ: John Wiley & Sons.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). The Mental Status Examination. In *Clinical Interviewing* (5th ed., pp. 42-81). Hoboken, NJ: John Wiley & Sons.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). Intake Interviewing and Report Writing. In *Clinical Interviewing* (5th ed., pp. 42-81). Hoboken, NJ: John Wiley & Sons.



## STUDENT LEARNING OUTCOMES

### **Student Learning Outcome #1**

Identify and discuss psychometric and technical characteristics of assessments in the evaluation process.

### **Student Learning Outcome #2**

Appraise assessment needs, assemble and prepare appropriate instruments and tools, ethically apply sound methods, interpret results, compose reports on findings, and develop evidence-based recommendations.

### **Student Learning Outcome #3**

Describe and practice accommodations in the assessment process as applied to special populations or circumstances.

### **Student Learning Outcome #4**

Understand trauma and trauma informed care, as well as crisis counseling and other community-based crisis interventions (e.g. mental health first aid).

<b>CACREP STANDARDS</b>	
	<i><b>Rehabilitation Counseling</b></i>
<b>1.g.</b>	Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.
<b>2.g.</b>	Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation.
	<i><b>General Counseling</b></i>
<b>5.l.</b>	Suicide prevention models and strategies
<b>5.m.</b>	Crisis intervention, trauma-informed, and community-based strategies for Psychological First Aid
<b>7.a.</b>	Historical perspectives concerning the nature and meaning of assessment and testing in counseling
<b>7.b.</b>	Methods of effectively preparing for and conducting initial assessment meetings.
<b>7.c.</b>	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
<b>7.d.</b>	Procedures for identifying trauma and abuse and for reporting abuse
<b>7.e.</b>	Use of assessments for diagnostic and intervention planning purposes.



<b>7.f.</b>	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
<b>7.g.</b>	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
<b>7.h.</b>	Reliability and validity in the use of assessments.
<b>7.i.</b>	Use of assessments relevant to academic/educational, career, personal, and social development.
<b>7.j.</b>	Use of environmental assessments and systematic behavioral observations.
<b>7.k.</b>	Use of symptom checklists, and personality and psychological testing.
<b>7.l.</b>	Use of assessment results to diagnose developmental, behavioral, and mental disorders.
<b>7.m.</b>	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

## COURSE ASSIGNMENTS AND GRADING

### Course Assignments & Grading

A letter grade is assigned and a passing grade for graduate level work according to the USU School of Graduate studies is a B (3.0 grade point average). The overall grade for this course will be determined and calculated according to the following areas and criteria:

Task	Possible Points
Quizzes (12 x 10pts each)	120
Test Evaluation and Critique	100
Assessment and Treatment Best Practices Report	100
Clinical Evaluation	100
<b>TOTAL</b>	<b>420</b>

### Grading Scale

GRADE	Percentage	Point Range	GRADE	Percentage	Point Range
A+	97-100%	407-420	C+	77-79%	323-335
A	94-96%	394-406	C	74-76%	310-322
A-	90-93%	378-393	C-	70-73%	294-309
B+	87-89%	365-377	D	60-69%	252-293
B	84-86%	352-364	F	>60%	0-251
B-	80-83%	336-351			



## ASSIGNMENTS

**Canvas Submissions:** All assignments are to be submitted on Canvas unless otherwise indicated and will ***not*** be accepted as email attachments. In addition to the descriptions below, see the Assignments section of our Canvas site for detailed guides and rubrics for each assignment.

- **Weekly Quizzes:** Open-book, open-note quizzes will be administered based on the readings and lectures and will be available for a week before they are due. The quiz can be accessed through the Quizzes section of our Canvas site, or through the module corresponding with the week the quiz is assigned. Quizzes will be worth a total of **120 points**.
- **Test Evaluation and Critique:** The Test Evaluation and Critique assignment represents an opportunity for students to apply skills acquired in the course regarding test evaluation, selection, and critique. Selecting, evaluating, and adopting tests and measurements is a critical component of effective counseling practice. The Test Evaluation and Critique requires students to identify and select **1** psychological test, evaluate its psychometric properties, and then provide a written evaluation of the test. The Test Evaluation and Critique is worth **100 points**.
- **Assessment and Treatment Best Practices Report:** Students will select a disorder from the DSM 5 and provide a select literature review of: 1) a recommended, empirically supported assessment tool for the disorder; and 2) a recommended, empirically supported treatment for the disorder. Students will only be expected to select 1 assessment and 1 treatment as supported by the literature on their chosen disorder. Students should select an assessment and treatment that are well-supported by the empirical literature, and be prepared to offer information about each. For example, students may select Autism Spectrum Disorder (ASD) and provide an analysis of the Autism Diagnostic Observation Schedule (ADOS-2) and Applied Behavior Analysis (ABA). Another example could be Borderline Personality Disorder (BPD) and providing an analysis of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and Dialectical Behavior Therapy (DBT). The Assessment and Treatment Best Practices Report is worth **100 points**.
- **Clinical Evaluation:** The final assignment for the course, and representing a culmination of student acquisition of course material, is a comprehensive evaluation of a client or a friend or family member. The Interview will need to include a focus on Mental Status, as well as address the sections included in the template provided. In addition to a Clinical Interview and Mental Status Exam, students will need to administer **1** psychological test to their subject. Students may select any psychological test they have access to and an interest in. In their final write-up, students will also need to include a brief treatment plan, with at least two goals, with



two objectives each, for their subject to work toward. This interview **will not be recorded**. The Final Assignment is worth **100 points**.

## GENERAL COURSE POLICIES

Distance learning presents some pedagogical challenges for instructors and students. Therefore, to maximize learning in this course, you are expected to participate in all live Zoom web broadcast sessions in a professional manner. You should minimize distraction by turning off other electronic devices (e.g., televisions, cell phones) and minimize other Internet web pages while class is in session. You are expected to participate in class group activities. During class, you must use your microphone and maintain your web camera on unless otherwise requested by me. Please remember to mute your Zoom microphone when you are not speaking.

### Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code ([Click Here](#)). You are expected to engage in reasonable and substantial preparation for your coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by the instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

### Online Behavior

- Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, disability, etc.
- Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
- Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.

### Classroom Technology

- Remember, cameras are required for full participation. This class requires the camera to be on all the time. Therefore, ***consider your actions and environment*** while on camera that may impact the learning environment for the class. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
- Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom.” Leave and return quietly with as little disruption as possible.
- Please use your laptop only for class activities or discussions.



### Assignments

- Assignments are due on the dates noted in the course syllabus. All assignments are due by 11:59 p.m. MST on the date noted in the syllabus (see Course Timeline Document). Assignments received after the due date will be penalized one letter grade for each day past the due date. If you are unable to complete an assignment by the date it is due, please reach out and communicate with me so arrangements can be made for late work.

### Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy:

*The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.*

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017) states:

***Section D.3.a - IMPAIRMENT.*** *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, you are expected to conduct yourself in an ethical, responsible, and professional manner. You must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and the American Counseling Association (ACA).





More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Ability to accept personal responsibility.
2. Ability to deal with conflict.
3. Ability to express feelings effectively and appropriately.
4. Attention to ethical and legal considerations.
5. Awareness of and attention to the unique cultural and societal issues related to disability.
6. Awareness of own impact on others.
7. Cooperativeness with others.
8. Flexibility.
9. Initiative and motivation.
10. Openness to new ideas.
11. Willingness to accept and use feedback.

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history.
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence.
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence.
- Openness to ideas, learning, change, giving and receiving feedback, and self-development.
- Respect to self and others, including honoring diversity, self-care, and wellness.

**Skills:** At a minimum, you are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

**Professional Writing:** Whether in graduate school or as a professional, it is expected that we communicate clearly with precision and formality. Before submission of any assignment, you can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797-2712, or Email [writingcenter@usu.edu](mailto:writingcenter@usu.edu). More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>



**Attendance:** You are expected to attend all live Zoom web broadcast sessions. Attendance is a critical aspect of your success and classroom engagement. Please let me know in advance if you need to be absent. In the event of a personal emergency, getting word to me about personal absences, as soon as possible, is appreciated. Should absences occur, you are expected to follow-up with peer colleagues regarding missed content, and then with me for consultation, if further elaboration on content is needed.

**Participation:** You are expected to participate in all teaching activities. Participation is a critical aspect of your success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall online learning environment. You are expected to demonstrate respect for one another in the way that you ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

### USU CAMPUS POLICIES ([Click Here](#))

#### **Title IX – Sexual Misconduct and Discrimination**

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at (435) 797-7273 or see their website ([Click Here](#)) or contact the CAPSA 24-hour crisis line at (435) 753-2500.

**If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.**

USU is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services, and victim advocacy. Further information and forms for reporting an incident to USU can be found by [Clicking Here](#).

#### **Accommodations for Students with Disabilities**

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP, or toll free at (800) 259-2966. Please contact the DRC as early in the semester as possible. Alternate format



materials (Braille, large print or digital) are available with advance notice. Their website can be found by [Clicking Here](#).

### **Emotional and Mental Wellbeing**

Graduate school can be a very stressful experience. USU has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, (435) 797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at [justin.barker@usu.edu](mailto:justin.barker@usu.edu)  
Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing.
- Referrals to providers throughout the State of Utah.
- Initial consultation and help with referral to out-of-state students.
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If you are experiencing issues related to suicide, you can get help from the National Suicide Prevention Lifeline at (800) 273-TALK (8255).

### **Additional Resources**

Domestic Violence services

- [National Domestic Violence Hotline: \(800\) 799-SAFE](#)
- [More information about Domestic Violence and Services](#)
- [CAPSA: 24-Hour Cache Valley Crisis Line: \(435\) 753-2500](#)
- [Utah State University Rehabilitation Counseling Master's Program](#)
- Kris Wengreen, Advisor [kris.wengreen@usu.edu](mailto:kris.wengreen@usu.edu) or (435) 797-3246



## ACADEMIC HONESTY

It is expected that your work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

### Notice of Academic Dishonesty

USU expects that you and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at USU, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: 1) Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; 2) Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; 4) Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and, 5) Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials ([Click Here to Review](#))

Violations of the above policy will subject the offender to the USU discipline procedures as outlined in Article VI, Section 1 of the *Handbook*. Those procedures may lead to: a) a reprimand; b) a grade adjustment; c) being placed on warning or probation; d) suspension from the University; or, e) expulsion from the USU. [Learn more about the USU student code of conduct.](#)

### Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances ([Click Here to Review](#)).



### **DISCLAIMER**

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into Canvas.