Master’s Program in Clinical Counseling and Psychotherapy

The Institute for Clinical Social Work


(R2)

Fall 2014
Wednesday, 5:00 p.m. – 8:00 p.m.

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Office Hours: by appointment

Course Description: This course will provide an overview of the concepts related to assessing the various attributes of people. Special attention will be paid to clinical interviews, clinical observations, gathering client histories, projective tests, and other formal measures such as standardized tests and scales that are representative of psychological and intellectual assessments used in counseling/psychotherapy environments. Understanding and interpreting these assessment methods and measures will also be discussed. Additional topics will include the ethical issues related to test use and interpretation with regard to people from diverse social, ethic, and economic backgrounds.

Specific Course Objectives:
• Understand the importance of an assessment for successful treatment methods
• Recognize the role of the clinician in the process.
• Learn the skills necessary to facilitate the assessment process.
• Know the distinction between assessment and diagnosis.
• Recognize the many varieties of assessments based on purpose of treatment, agency mission and attributes of the client.
• Understand basic psychometric tests and the role they play in the assessment process.

Respect for Diversity, Confidentiality, and Fellow Students: Discussing patients, clinical material, and patients’ impact on clinicians can be intense; students are expected to be sensitive to their colleagues’ during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

Students with Special Needs: Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.
Student Evaluation and Grades: Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/supervisors grade students and submit reports each semester evaluating their work. Students’ overall performance will be monitored each semester by the Student Progression Committee.

Grading: The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.

Grading Standards
Grades are assigned according to the following standards:
A  Superior Work  4.0 value
B  Satisfactory Work  3.0 value
C  Marginal Work  2.0 value
F  Failure*  0.0 value  *Applies only to Field Placement/Practicum and
P  Pass*  0.0 value  Thesis Seminar
AU Audit  0.0 value  Auditing a course with approval of instructor
INC Incomplete  0.0 value**

Grading Decision

- **A grade of INC (incomplete) requires the instructor’s written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course.
- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student’s performance accompanies the grade.

Academic Dishonesty: Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

Plagiarism Policy: When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original. www.writing.northwestern.edu/avoiding_plagiarism.html is one of many electronic sites that discuss plagiarism.

Electronic Devices: Important!!

All electronic devices should be turned off during class. That includes I phones, Blackberries, and other cell phones. If you are on call please be sure your device is on vibrate. Other devices such as computers and recording devices must be discussed with the professor.

Course Requirements:
Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class. Hence readings should be done prior to the class for which they are assigned.

Class Attendance and Participation: Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation in class exercises are central to the success of this course. Excessive absences (more than a total of TWO classes) may result in a lowered grade. The instructor always appreciates being notified in advance by email if you will not be attending class.

Required Textbooks:


Cases will be provided as illustrations of particular topics.

Course Assignments:

1) 30 minute oral case presentation related to the topic for the week. Case must be posted on Blackbaud or handed out 1 week prior to the in class presentation. Full details will be available separately. This presentation is worth 25% of your grade

2) One journal integrating field experiences (or work experiences), class room information and required readings. The journal will contain 4 entries of 4-5 pages. This journal is worth 40% of your grade. A thorough description of this assignment will be available.

3) Final paper. Using your own case or a written case from literature, do a comprehensive assessment. Include graphic tools and refer to any related assessment measures. A detailed description of the assignment will be handed out. Indicate how this assessment informed the treatment choices. This paper is due on the next to last class of the semester. I expect it will be no longer than 10 pages. Paper is 35% of your grade.

4) 5% for participation.

All written assignments are to be in APA format.


Or:

Purdue OWL: APA Formatting and Style Guide
owl.english.purdue.edu › OWL › Research and Citation › APA StyleCached - Similar
In addition, all papers must be double spaced with 1” margins in fonts no smaller than 10pt.

**Weekly Course Schedule with Required Readings**

**Class 1: 9/3** Introduction to Class, expectations, assignments.

- Course is case based
- Why is an assessment necessary?
- How is an assessment different from a diagnosis?
- Bio-psycho-social assessments
- Spiritual aspects
- Medical model symptom focus
- Social aspects of assessment
- Relational issues present in the assessment

Please note that the following readings would be helpful to read before the first class if at all possible.

Lukas, Chapter 1.
Meyer, Chapters 1 & 2.
McKenzie, Chapter 2.

**Class 2: 9/10** Skills used in a bio-psychosocial assessment and baseline information to gather.

- Where did the referral come from?
- Initial presenting problem
- Demographic Data
- Data gathered from psychological testing
- Relevance for agency mission and client's request for service
- Therapeutic Listening
- Awareness and understanding of both verbal and non-verbal communication.

**Required Readings:**


Class 3 & 4: Psychodynamic Assessments

- Psychoanalytic assessments
- Developmental Assessment
- Ego Functioning Assessment
- Influence of Object Relations and Attachment on Assessments

Required Readings:


Cases

Other Readings TBD

Class 5: 10/8: Transference and Counter-transference in the assessment process, Clinician’s use of self.

- exploration of self awareness as related to assessment
- Constructs that aid or hinder the assessment

Required Readings:


McKenzie Chapter 3


Cases

Class 6: 10/15 Psychodynamic Assessment continued:
• Empathy
• Relationship between assessment and treatment
• Constructs that aid or hinder an assessment.

Required Readings:


Other readings TBD

Class 7: 10/22: Mental Health Assessment
• Comprehensive mental status exam
• Cultural components to assessments
• Strengths
• Stressors
• Stages of Change

Required Readings:


**Cases**

**Class 8: 10/29 Assessments related to presenting problem, often additional to bio-psycho-social assessments**

- Crisis and Emergency assessments
- Suicide Assessment
- Substance Abuse Assessments (CAGE and Michigan Alcoholism Screening)

**Required Readings:**


Lukas Chapters 8-11


Stop A Suicide: http://www.stopasuicide.org

http://www.mercycarehealthplans.com/ace-files/Alcohol%20DCM/ScreeningToolsCAGEASSESSMENT.pdf

http://smchealth.org/sites/default/files/docs/1309587945shortmichiganalcoholscreeningtest.pdf

**Others Readings TBD**

**Cases**

**Class 9: 11/5 Specific Assessments related to Demographics**

- Age:
  - Mini-mental status for the elderly (VIDEO)
- ADD assessments, home and school (Childhood ADD)
- Gender:
  - Sexual Abuse Assessments
  - Domestic Abuse Assessments
- Race and Ethnicity
- Disability

**Required Readings:**

http://psychcentral.com/dvquiz.htm


Lukas Chapter 5


http://faculty.pepperdine.edu/shimels/Courses/Files/MMSE.pdf

www.mocatest.org

Other readings TBD

Cases

Class 10: 11/12: Assessment of Families and Couples
• Family Life Cycle Assessment
• Understanding Family Roles
• Family Verbal and Nonverbal Behavior
• Relational Assessment Scales
• Genograms and ecomaps

VIDEO: Ackerman Institute: “Who’s Depressed?”

Required Readings:

Lukas: Chapters 4, 6, 7.

McKenzie, Chapter 4

Meyer, Chapter 6.

**Class 11: 11/19: Social Assessments**

- Level of Functioning Scales
- DSM V inclusion of social problems
- Exploration of Social Networks

**Required Readings:**


DSM V Readings TBD (will include the ICD-9 V &Z codes)


**Other required reading TBD**

**Class 12: 12/3/2014: Cognitive Behavioral Assessments**

- Brief explanation of CBT
- Evaluation of clients using various CBT models and emphases

**VIDEO:** Marsha Linnehan

**Readings TBD**

**Class 13: 12/10: Psychometrics (Guest Speaker)**

- Personality Assessment Tools
- Overview of testing
- Overview of assessment tools
- Introduction to Rating Scales

**Required Reading:**


Lukas. Chapter 12.
Other Readings TBD

Class 14: 12/17: Assessments Continued
• Intelligence Testing
• Learning Disability Testing
• Rating Scales

Required Readings:


Other readings TBD

Class 15: 1/?/2015 Final Process of Assessment
• Summary Statement
• Goals
• Any specific recommendations

Required Readings:

'Have You Ever Been in Psychotherapy, Doctor?' - New York Times
www.nytimes.com/2008/02/19/health/19mind.html

Lukas Chapter 13

Mihako, J. (2013). Dear young therapist: Don’t be afraid to love.

*Please note that with the new DSM are suggestions for topical assessments. You will need to be familiar with these for the assignments. A separate sheet listing some of these will be available prior to the start of classes.