

Winona State University Counselor Education Department
CE 620 – Tests & Measurements
Spring 2013 Course Syllabus
East Hall 262; alternating Tuesdays 5-8, and online

Instructor: Veronica (Roni) Johnson, Ed.D., LPC, NCC
Winona State University – Rochester, East Hall 208
859 30th Ave. SE
Rochester, MN 55904
(507) 285-7329
vjohnson@winona.edu

Office Hours: Tuesday 2-5 (Rochester)
Wednesday 12-5 (Rochester)
Thursday 3-5 (Winona; Gild 111), and by appointment

Required text:
Whiston, S. C. (2009). *Principles and Applications of Assessment in Counseling* (3rd Ed.). Belmont, CA: Brooks/Cole.

Course Objectives:

The course objectives encompass an area of critical importance to the practice of professional counseling: measurement & assessment. The following specific objectives for this course are the 2009 CACREP standards for these areas:

- II.G.7. Assessment: Students will develop an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Method of Instruction:

- a) Experiential learning
- b) Professor lectures
- c) Guest lectures

- d) Class discussion
- e) Presentation of audiovisual material when appropriate
- f) Internet-based learning
- g) Student presentations.

Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

E-mail Policy:

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Course Expectations:*Diversity Statement:*

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Attendance & Participation:

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct. Attendance and participation will be worth 25 points towards your final grade.

Assignments:

Assignments are to be turned in via D2L on the day the assignment is due. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted. With the exception of quizzes, you are encouraged to work together, however your finished work must always be unique to you, and is your individual responsibility to complete. All assignments will be submitted via D2L.

Quizzes:

There will be **four online quizzes** in this course taken using D2L. The quizzes will consist of multiple choice questions, true-false questions, and/or short answer questions. Quizzes will be worth 25 points each, and cannot be made up if missed.

Confidentiality:

In this course, as in every other course in the counseling program, it is expected that all students adhere to the ethical guidelines as outlined by the American Counseling Association's Code of Ethics which can be found at <http://www.counseling.org/resources/ethics>. In this class you will be practicing administering assessments to participants of your choice and writing reports based on the assessments you administer. Anything that is discussed in this class or in your assessments is to remain confidential. The assessments are meant to be for the purpose of practice, and results are not conclusive, meaning that you will discuss the results of the assessments you conduct in a very general sense, only as a practice exercise and learning experience. The exceptions to confidentiality include: disclosures of harm to self or others, abuse of a child, elderly person or disabled person, or court summons. Please discuss with the professor any concerns you have regarding confidentiality.

Academic Integrity:

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

Assignments:**1. Attendance and Participation (25 points)**

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

2. Discussion board responses (30 points total; 5 points each)

Throughout the semester students will be required to view an online lecture or participate in another online activity, and post at least three threads to a discussion question pertaining to the online topic of the week. One thread must be an original response to the discussion topic, and at least two other threads must be in response to another student's thread. Discussion threads must pertain to the topic,

demonstrate understanding of the topic, and possess creativity and depth of thought. Responses to other students' threads must be appropriate and respectful. Discussion threads must be posted prior to the next class meeting time. Students should be sure to PROOFREAD all discussion posts prior to posting, and demonstrate exceptional writing skills.

3. Buros Mental Measurements Yearbook Assignment (20 points)

For this assignment you will evaluate the quality of two assessments. You will begin by visiting the following website <http://buros.unl.edu/buros/jsp/search.jsp> which will allow you to search titles of a multitude of assessments that have been professionally reviewed. Once you find the title you would like to evaluate, note the volume of the *Buros Mental Measurements Yearbook* that contains the assessment. You will then visit the library and locate volume of the *Buros Mental Measurements Yearbook* that contains your chosen assessment. This book will give you extensive reviews of a comprehensive variety of assessments. You will choose two assessments relevant to a chosen area of interest, and write a brief report (1-2 pages single spaced per assessment) detailing the assessment, for example reliability and validity measures, norming sample, multicultural considerations, ease of administration, cost, and any other details that you think are important. ***You must also locate an article that was written using the assessment in order to gather more information.*** Use this article to assist you in making general comments about the assessment. These are all important things to consider when planning to use a measure. An example of the format you should use in your summary is included in **Appendix A**.

4. Psychological Assessment Administration and Report (100 points)

For this assignment, you will conduct an initial interview, mental status exam, and practice administering the Myers-Briggs Type Indicator (MBTI) or the Murphy Meisgeier Type Indicator for Children (MMTIC) depending on your track, the NEO-FFI (Adult) or the Five Factor Personality Inventory for Children (FFPI-C), as well as one projective assessment of your choice (I will give you options in class), and write a report about the findings.

The MBTI is a common assessment that you will most likely see again in your professional career. It is often used in couples counseling to give couples insight into how their personalities work (or don't work) together, in work settings to assist in company morale development, and in career counseling to help people discover, confirm, or modify their chosen career paths. The MBTI is an assessment that was originally developed by Katherine Cook Briggs and Isabel Briggs Myers in 1962, and was developed from the original theories of Carl Jung. It is intended to measure preferences in how people view the world and make decisions.

The MMTIC is an instrument that produces the same results as the MBTI, however is modified for use with children. It is intended to identify preferences, strengths, and challenges that can help people working with children, and help children to better understand themselves.

The NEO-FFI Adult and the FFPI-C assessments are meant to assess the five factors of personality: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. This assessment is a measure of normal personality traits and is not meant to assess psychopathology.

For this assignment you will choose a participant, obtain informed consent included in **Appendix B**, conduct an initial interview (**25 points**), mental status exam (**15 points**), and administer three

assessments to your participant (**15 points each**). You will then score the assessments, and write a psychological report detailing the results of the assessments. A sample report that you can use as a template for your written report is included in **Appendix C**. Remember that this is a practice exercise, and that the results are not conclusive. You will be required to report on the results of the assessment and potential threats to reliability and validity for each assessment. Finally you will state your general clinical impressions, including diagnostic impressions and recommendations (**15 points**). You must also consider the appropriateness of administering your chosen assessment on certain populations, and be sure to consider the norming sample when choosing your participant.

Total points possible for course: 275

Breakdown of points:

Buros Mental Measurements Yearbook Exercise: 20 points (10 points per assessment)

Psychological Assessment Administration and Report: 100 points

Quizzes (4): 100 points (25 points each)

Attendance and Participation: 25 points

Discussion board responses: 30 points

- 275 to 248 = A
- 247 to 220 = B
- 219 to 193 = C
- 192 to 165 = D
- Below 165 = F

CLASS SCHEDULE:

Week	Topics	Readings/ Activities	Assignments/ Quizzes
Week 1: January 15	Review of Course and Syllabus Assessment in Counseling and Ethics in Assessment	<i>Whiston, Chapters 1 & 14</i>	
Week 2: January 22 (Online)	Basic Assessment Principles	<i>Whiston, Chapter 2</i> Lecture on D2L	Discussion board 1 – complete by Jan. 29
Week 3: January 29	Reliability and Validity	<i>Whiston, Chapters 3 & 4</i>	Quiz 1(Ch.'s 1-4, 14) – complete by Feb. 5
Week 4: February 5 (Online)	Selecting, Administering, Scoring, and Communicating Assessment Results	<i>Whiston, Chapter 5</i> Lecture on D2L Client profiles and test selection	Discussion board 2 – complete by Feb. 12

Week	Topics	<i>Readings/ Activities</i>	<i>Assignments/ Quizzes</i>
Week 5: February 12	Initial Assessment & Suicide Assessment	<i>Whiston, Chapter 6</i>	In-class role plays
Week 6: February 19 (Online)	Intelligence and General Ability Testing	<i>Whiston, Chapter 7</i> Lecture on D2L <u>Battle of the Brains</u> film	Buros Test Reviews Due Discussion board 3 – complete by Feb. 26
Week 7: February 26	Achievement and Aptitude Testing	<i>Whiston, Chapter 8</i> <i>Rubin (2011) on D2L</i>	Quiz 2 (Ch.'s 5-8, Rubin, 2011) – complete by Mar. 5
Week 8: March 5 (Online)	Assessment in Career Counseling MBTI/MMTIC	<i>Whiston, Chapter 9</i> <i>MBTI/MMTIC Materials (on D2L)</i> Lecture on D2L Career Inventory Exploration (links on D2L)	Discussion board 4 – complete by Mar. 12
Week 9: March 12	Assessment of Personality NEO/FFPI-C and Projective tests	<i>Whiston, Chapter 10</i> <i>NEO/FFPI-C; Projective test Materials (on D2L)</i>	
Week 10: March 19	Spring Break!	Spring Break!	Spring Break!
Week 11: March 26	Psychological Assessment Prep & Writing a Psychological Report	<i>Neukrug & Fawcett, Ch. 12 & Appendix F (on D2L)</i>	
Week 12: April 2 (Online)	Assessment in Marriage and Family Counseling	<i>Whiston, Chapter 11</i> Lecture on D2L	Discussion board 5 – complete by Apr. 9
Week 13: April 9	Assessment and Diagnosis	<i>Whiston, Chapter 12</i> <u>The Hours</u> film	Quiz 3 (Ch.'s 9-12, Neukrug & Fawcett, 12) – complete by Apr. 16
Week 14: April 16 (Online)	Using Assessment in Counseling	<i>Whiston, Chapter 13</i> Lecture on D2L	Discussion board 6 – complete by Apr. 23

Week	Topics	<i>Readings/ Activities</i>	<i>Assignments/ Quizzes</i>
Week 15: April 23	Assessment with Diverse Populations	<i>Whiston, Chapter 15</i>	
Week 16: April 30 (Online)	Technological Application and Future Trends	<i>Whiston, Chapter 16</i> Lecture on D2L	Quiz 4 (Ch.'s 13, 15, 16) – complete by May 7
Week 17: May 6-10	Finals Week	Finals Week	Psychological Report Due Course Evaluations

Scoring Rubrics

Many of the assignments in this course have specialized rubrics that reflect the different components of the assignment and the expectations of each component. Please keep this in mind as you are completing these assignments.

Attendance and Participation (25 points)

<i>Points Possible</i>	<i>Description</i>
25 to 22	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class, participates actively in small groups in class, attends class regularly (no missed classes or one with prior arrangement)
21 to 20	Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class, participates in small groups, misses 1 class with prior arrangement, is never late or leaves early w/out due reason
19 to 16	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class, does not actively participate in small groups, misses no more than 1 classes w/o prior arrangement, is occasionally late or leaves early w/out due reason
Below 16	Does not ask questions or make comments that indicate familiarity with topics for class, does not participate actively in small groups, misses class often, is often late or leaves early w/out due reason

Discussion Board Responses (30 points total; 5 points each)

	<i>1 points</i>	<i>0 points</i>	
<i>Content (1 point)</i>	Required number of responses met.	Required number of responses not met.	
<i>Content Grade</i>			
	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>

<i>Format (2 points)</i>	Excellent writing skills, no grammatical errors.	Good writing skills, few errors.	Poor writing skills. Several errors.
<i>Format Grade</i>			
	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>
<i>Depth of Understanding (2 points)</i>	Clear, articulate and thoughtful response to the discussion question posted. Response to other classmates is appropriate and respectful.	Student adequately answers discussion question posed, however lacks reflection and depth, or inappropriate response to classmates.	Inadequate response to question posed, inappropriate response to classmates' posts.
<i>Understanding Grade</i>			
Total Points:			

Buros Mental Measurements Review (20 points total; 10/assessment)

	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3 points</i>
<i>Format (5 points)</i>	Excellent writing skills, clearly articulated summary of assessments, correct format used, no errors.	Good writing skills, correct format used, good summary of assessments, few errors.	Adequate writing skills, adequate summary of assessments, some formatting or grammatical errors.	Poor writing skills, inadequate summary of assessments, several formatting or grammatical errors.
<i>Format Grade</i>				
	<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>Below 7 points</i>
<i>Understanding (10 points)</i>	Clear understanding of important components of assessment (reliability, validity, norming, etc.)	Mostly clear understanding of components of assessment.	Lack of thorough understanding of components of assessment.	No evidence of understanding of components of assessment.
<i>Content</i>				

<i>Grade</i>				
	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>Below 3 points</i>
<i>Content</i> (5 points)	Assessment summary is complete with all components included	Assessment summary is mostly complete, minimal components missing.	Assessment summary has more than two components missing.	Several missing components to summary, lack of attention to detail.
<i>Contents Grade</i>				
Total Points:				

Psychological Report (100 points total: Clinical Interview – 25 points; Mental Status Exam - 15 points; MBTI/MMTIC – 15 points; NEO-FFI/FFPI-C – 15 points; Projective – 15 points; Impressions and Summary – 15 points)

<i>Percentage Possible</i>	<i>Description</i>
100% to 90%	Excellent writing skills, clear articulation of assessment results and clear conceptualization of participant as a whole, thorough report of assessment results, all aspects of the psychological report attended to thoroughly, no errors, turned in on time.
89% to 80%	Good writing skills, good articulation of assessment results, and fairly clear articulation of participant as a whole, acceptable report of assessment results, most aspects of report attended to thoroughly, few errors, turned in on time.
79% to 70%	Adequate writing skills, marginal articulation of assessment results, unclear articulation of participant as a whole, fair report of assessment results, most aspects of report attended to, few errors, turned in on time.
Below 69%	Requirements not met.

Appendix A
EVALUATION SHEET FOR STANDARDIZED TESTS
 Your Name

<u>Name of Test:</u>	Coping Resources Inventory for Stress (CRIS)
<u>Name of Authors:</u>	Kenneth Matheny, David Aycock, William Curlette, James Pugh, & Harry Taylor
<u>Publisher:</u>	Health Prisms, Inc.
<u>Publication Dates:</u>	1988-1993
<u>Population:</u>	Adults
<u>Cost:</u>	(1997): \$2.95/test booklet; \$16.95/test manual; \$19.95/interpretive report; \$8.95/profile report; \$29.95/specimen set including test booklet, manual, pre-paid answer sheet, and interpretive report; \$399/PC-CRIS test administration and scoring program (w/ PC-CRIS manual); \$5.95-\$11.95/PC-CRIS Interpretive or Profile report (depending on quantity purchased); \$9.95/PC-CRIS test administration program
<u>Purpose of Test:</u>	To measure coping resources which are believed to help lessen the negative effects of stress
<u>Validity:</u>	The authors report more than 60 validity studies done on this inventory. Scales on the CRIS have been found to predict illness, to correlate negatively with measures of emotional distress, to correlate with personality type, to discriminate drug abusers from relapsers, and to correlate with life satisfaction. A recent study testing the instrument's <i>convergent/divergent validity</i> supported the <i>construct validity</i> of the instrument. There is no evidence reporting the <i>concurrent validity</i> of each subscale in the manual. More evidence is needed to support the instrument's <i>concurrent validity</i> . Reports of <i>construct validity</i> are from previous versions of the CRIS, therefore more current validity measures should be reported. Further reports of <i>discriminant validity</i> are also needed due to the similarity of measures in each of the scales.
<u>Reliability:</u>	Normed on 814 individuals, internal consistency reliabilities are reported to range from .84-.97. A smaller sample of 34 undergraduates reported a test-retest reliability of .76-.95.
<u>Norms:</u>	A sample of 1,199 individuals weighted by race, gender, and income so as to be representative of the U.S. population at large in terms of race, gender, and age. Authors of the test report different sample quantities for different norming procedures.
<u>Alternative Forms Available:</u>	Spanish edition available as well as computer administration (PC-CRIS) and software package available

Completeness of Manual: No list is provided to show the assignment of items to scales, there is an under-emphasis on administrator interpretation, and too little information is given about the procedures used in developing the report and about the validity of its components. There is concern in the amount of confidence that can be placed on the interpretive report, and the normative data is questionable due to differing reports of normative sample size.

Time Needed for Administration: 45-90 minutes

Ease of Administration: The test consists of 260 items in a true-false format clustered into 15 coping resources scales and 5 test-taking attitude scales that provide information on the accuracy of the other scores. Can be administered to group or individually.

Scoring Methods: A machine-scorable answer sheet that must be sent to the publisher for scoring. A Score Report and a comprehensive Interpretive Report are provided by the publisher in return. The CRIS may also be administered and scored using a personal computer version available from the publisher.

COMMENTS: Evaluators of this instrument report that it is a very thoughtful and thoroughly constructed inventory measuring coping mechanisms of stress. The fifteen scales are as follows: self-disclosure, self-directedness, confidence, acceptance, social support, financial freedom, physical health, physical fitness, stress monitoring, tension control, structuring, problem solving, cognitive restructuring, functional beliefs, and social ease. The CRIS has been revised eight times and its reliability is reported to be very strong. The CRIS appears to be a promising research and clinical instrument for identifying strengths and weaknesses in stress coping resources. In providing an inventory of scales, the CRIS allows the administrator to collect diagnostic information across a broad spectrum of coping resource areas in a single administration. If necessary, confirmation of deficits revealed by this screening could be obtained by the use of other tests that measure the specific constructs in question.

REFERENCES:

- Impara, J. C., & Plake, B. S. (Eds.). (1998). *Thirteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Matheny, K. B., Aycock, D. W., Curlette, W. L., & Junker, G. N. (1993). The coping resources inventory for stress: A measure of perceived resourcefulness. *Journal of Clinical Psychology*, *49*(6), 815-830.
- Matheny, K. B., & Weatherman, K. E. (1998). Predictors of smoking cessation and maintenance. *Journal of Clinical Psychology*, *54*(2), 223-235.

Appendix B
Informed Consent for Assessment (Adult)

Thank you for agreeing to volunteer to complete a series of assessments conducted by a Counselor Education graduate student at Winona State University for partial fulfillment of CE 620: Tests & Measurements. By agreeing to participate, you understand that this is a practice exercise intended for learning purposes only, and that the results obtained from the assessments will be inconclusive, and will not be shared with you in detail. Your test administrator will be able to share general information about your results, however will not be providing you with detailed results because this is only a practice exercise.

After you have completed the assessments, your test administrator will write a report that will be turned in to his/her Counselor Education Department faculty member for evaluation. Your information is completely confidential and no identifying information will be included in the written report. You will only be identified by your first initial, and if there is any information you do not want included in the report, please inform your administrator at the end of the assessment session.

You have the right to withdraw from participation at any time during the assessment process. Please feel free to ask your test administrator any questions that you may have before, during, or after your assessment session. You may also contact the Counselor Education faculty member overseeing this project if you have any questions and/or concerns. Her contact information is listed below.

Veronica Johnson, Ed.D., LPC, NCC
Assistant Professor, Counselor Education
Winona State University
859 30th Ave. SE
Rochester, MN 55904
vjohnson@winona.edu
507.285.7329

By initialing below, I agree to participate in the assessment session, understand the qualifications of my test administrator, and agree to the conditions stated above.

Thank you again for your participation!

Participant INITIALS ONLY

Date

Student Signature

Date

Informed Consent for Assessment (Child)

Thank you for agreeing to allow your child to complete a series of assessments conducted by a Counselor Education graduate student at Winona State University for partial fulfillment of CE 620: Tests & Measurements. By agreeing to participate, you understand that this is a practice exercise intended for learning purposes only, and that the results obtained from the assessments will be inconclusive, and will not be shared with you or your child in detail. The test administrator will be able to share general information about the results, however will not be providing detailed results because this is only a practice exercise.

After your child has completed the assessments, the test administrator will write a report that will be turned in to his/her Counselor Education Department faculty member for evaluation. Your child's information is completely confidential and no identifying information will be included in the written report. Your child will only be identified by his/her first initial, and if there is any information you or your child do not want included in the report, please inform the administrator at the end of the assessment session.

You and your child have the right to withdraw from participation at any time during the assessment process. Please feel free to ask the test administrator any questions that you may have before, during, or after the assessment session. You may also contact the Counselor Education faculty member overseeing this project if you have any questions and/or concerns. Her contact information is listed below.

Veronica Johnson, Ed.D., LPC, NCC
 Assistant Professor, Counselor Education
 Winona State University
 859 30th Ave. SE
 Rochester, MN 55904
vjohnson@winona.edu
 507.285.7329

By initialing below, I agree to allow my child to participate in the assessment session, understand the qualifications of the test administrator, and agree to the conditions stated above.

Thank you again for your participation!

 Parent INITIALS ONLY

 Date

 Child INITIALS ONLY

 Student Signature

 Date

Appendix C
PSYCHOLOGICAL ASSESSMENT
CONFIDENTIAL

Name: D	Evaluation Dates: 10/25, 11/9, 11/22, 2004
Sex: Female	Occupation: Server
Date of Birth: 5/5/79	Education: High school diploma
Ethnicity: Caucasian	Evaluator: V. Bastiaanse

Reason for Assessment:

D's evaluation was completed to fulfill the requirement for COUN 540.

Sources of Information:

Clinical Interview: 10/25/04	NEO-PI-R: 11/22/04
Mental Status Exam: 10/25/04	MBTI: Date
Sentence Completion Assessment: 11/22/04	

Background Information:

Presenting Problem: D is a 25-year-old single white female. Her participation in the intake interview and testing was entirely voluntary and was completed as a favor to the interviewer. She expressed interest in learning more about her personality and therefore volunteered to participate in this process. D is currently not experiencing any psychological difficulties and presents as a high-functioning individual.

Past Psychiatric History: D was born in El Paso, Texas in 1979. She lived there for brief time and moved often as a result of her father being in the military. She reports it being difficult being uprooted so many times because she was never able to develop any deep and meaningful relationships as a child, but rewarding in that she was able to live in so many different places and meet many different people. D always remembers her family spending the summers in Montana, and therefore feels like Montana was her home-away-from-home growing up. D spent most of her grade school years in Alaska, and spent a little over a year in Germany. D attended high school in Texas and moved to Montana five years ago where she has since resided in Missoula.

D describes herself as "hard on the outside and soft on the inside," loyal, and opinionated. She says that she feels she has to be this way because she has been treated badly by her friends in the past and has made herself this way to protect herself from being hurt. D reports that she recreationally uses "mind altering substances" in her leisure time. She also enjoys golfing, fishing, camping, shopping, travelling, gambling, spending money, spending time with her niece, playing games, sleeping and eating. D does not identify any specific future plan for her life, but would like to go back to school, have a career, get married, and possibly have children.

Family and Marital History: D comes from a family of six and has never been married. Her parents are still married and she has two younger sisters ages 22 and 20, and one younger brother, age 13.

D is the oldest sibling in her family and she reports being "distanced." She reports never having been close with her sisters until recently. D's parents are both 45 years old and she describes her relationship with them as "fine." Her father is currently a highway patrolman and her mother is a CSM at Wal-Mart. She describes her father as "hard on the outside and soft on the inside," just like her. She explains that, aside from natural ups and downs, her relationship with her parents has always

been good. She reports feeling that her parents were not overly hard on her growing up, but were always hard enough. D says that she believes her mother is depressed, although she has never been formally diagnosed. She says her sister was taking Prozac at one time but is no longer taking it.

Possible Contextual Stressors: Currently there are no identifiable contextual stressors impacting D's life and/or impairing her functioning.

Educational and Vocational History: D has no formal training beyond high school and currently works as a server at a local restaurant. She has held other positions such as office assistant, telemarketer, and sandwich maker in a deli.

Medical History: D does not report any current medical conditions. When she was in 6th grade she broke her tailbone, but has not had any other serious injuries or illnesses. There is a history of diabetes, high blood pressure, and high cholesterol in her family. D currently is taking an oral contraceptive and no other medications.

Behavioral Observations:

D is a medium height, average weight young woman, who presents as casual and relaxed. D was cooperative during the interview, although she needed a bit of prodding in answering all of the questions. She tended to give very brief answers and not go into much detail. She maintained appropriate eye contact throughout the interview.

D completed all assessments in a timely manner. The valid test profiles along with her willingness to participate suggest that the current evaluation presents a valid picture of D's current functioning.

Test Results:

Mental Status Examination: D was alert and oriented X4. Her attitude towards the interviewer was positive. She described her mood as tired and neutral. Her affect during the interview was appropriate and reflected little fluctuation from topic to topic. Her attention appeared to be good and she completed all assessments in an appropriate amount of time. D's memory and intelligence seemed to be average and she presented herself clearly and articulately.

There was no abnormality in thought form or content. There was no evidence of perceptual disturbance. D denied ever having suicidal or homicidal thoughts, and reported no history of abuse in her family of origin. D's judgment and insight appeared to be average. She reports using alcohol about five times per week, and getting drunk about once a week. D has a history of using various recreational drugs including marijuana, ecstasy, cocaine, acid, mushrooms, and cigarettes. She currently only smokes marijuana on occasion. The information obtained in this interview is judged to be reliable.

MBTI: *Use multiple resources from in class and online to interpret and report on the results of this assessment.*

NEO-PI-R: The results obtained from the NEO-PI-R appear to be valid and represent an accurate profile of the client. Most domain scores fell within the normal range with only Extroversion scoring in the "very high" range. It seems from evaluating the results of the NEO-PI-R for this individual that she is very normal in comparison to other female adults with what seems to be natural highs and lows in certain facets which will be addressed in the proceeding summary.

Neuroticism:

The individual facets of Anxiety, Depression, and Vulnerability all fell within the average range for this individual, suggesting that she does not experience abnormal distress in regards to anxiety or depression in relation to the normative group. In addition, D does not show to be any more or less vulnerable to life's stressors than other female adults. The overall score on Neuroticism falls just above the average range, suggesting that D may have slightly more difficulty coping with difficult situations than the average adult, but the domain is not elevated enough to warrant concern.

The individual facets of Angry Hostility and Impulsiveness fell within the normal range, but were higher than the average range. This suggests that D may have a readiness to experience anger and frustration, and it is suggested by her slightly below average score on the Agreeableness domain that she may not hesitate to express her anger outwardly. D's slightly elevated Impulsiveness score indicates that she may have some difficulty controlling her urges such as food, cigarettes, or possessions.

The only facet that warrants attention in this domain is the Self-Consciousness facet. D's score fell within the "very high" range suggesting that she may experience feelings of shame and embarrassment in social situations. People falling within this range often experience shyness and social anxiety, but due to D's very high score on the Extroversion domain, I don't see this facet as warranting great concern.

Extroversion:

The scores on the facets of Extroversion ranged from average to very high, suggesting that D is a very outgoing person who thrives on the company of others. She scored within the normal range on the facets of Activity and Positive Emotions. D's scores were high on the facets of Warmth and Assertiveness, showing that she is a friendly and affectionate person, often speaking without hesitation in social situations. D's scores on the individual facets of Gregariousness and Excitement Seeking were in the very high range, suggesting that she enjoys the company of others more than the average adult and that she often craves excitement and stimulation.

None of the scores on these individual facets seem to be problematic for this individual and the scores are believed to be accurate from my past experience of knowing D.

Openness:

All of the scores on the individual facets of Openness fell within the average range of scores suggesting that there are no areas of concern in regards to this domain.

Agreeableness:

The individual facets of Straightforwardness, Altruism, Modesty, and Tendermindedness all fell within the average range of scores, therefore I do not see any reason for concern in these areas. Trust fell in the low range suggesting that D may tend to be cynical and skeptical of others' intentions, assuming that others are dishonest or even dangerous. Her Compliance score was very low which may show that D is somewhat aggressive and doesn't hesitate to express anger when necessary.

Conscientiousness:

All scores on the individual facets of this domain fell within the average range in comparison with other female adults except the Deliberation facet. This facet fell in the low range suggesting that D may tend to speak or act without first considering the consequences. People falling in this range are often hasty to make decisions. The positive side of this is that people falling in this range are spontaneous and can make quick decisions when necessary.

There are no facets of the NEO-PI-R that warrant great concern in my opinion. It would seem that D is a well-adjusted individual who occasionally struggles with self-consciousness issues. She is very gregarious and craves excitement in her life. D may be a bit competitive and aggressive at times, but this does not seem to cause her any distress. She is often hesitant to trust others, which may act as a defense mechanism from being hurt. D is quick witted, spontaneous, and able to make hasty decisions, hopefully in her best interests. It has been my experience from knowing D and from her intake interview that these results are pretty accurate of her personality and character.

Sentence Completion: There were no aspects of the sentence completion test that led to any concern about D's adjustment level. Her answers appeared honest and reflected her personality in the same ways as the other tests did. There were two sentences that D was not able to complete, and she reported having trouble completing many of the sentences. Her explanation for her difficulty was that she wanted to take the test seriously and be honest and many of the thoughts that came to her mind when reading the sentence stems were "silly."

What I am able to deduce from D's sentence completion test is that spending time with people whom she loves is a very important part of D's life. She values close relationships and has some worry about not getting married and finding herself alone in the future. She doesn't have a clear picture of the future and she sees herself as rather indecisive. While she may be indecisive, D believes herself to be confident, honest, and of a sound mind. D trusts in herself, but is reluctant to trust others. She often worries that others are not being honest with themselves or with those around them. Honesty is something that D values greatly and she gets very frustrated when she believes someone is being dishonest with her.

Some of the things that D enjoys are going to sporting events, reading, dancing, and eating. She seems to be a contented person, reporting that she loves to "be lazy" and "snuggle in her covers." D has a thirst for knowledge and regrets waiting so long to go to school. She wants to accomplish great things in her life.

D seems to have had a pleasant childhood. She sees her father as a complex man, and her mother as someone who she will always be able to count on. She believes that most women are strong, capable, and independent, much like the ways she sees herself. Men, on the other hand, in D's opinion "have no clue." It seems there may be some stress in D's life right now, as she reported wanting to run away to a Caribbean island and really needing a vacation.

The results of the sentence completion test are judged to be both reliable and valid for this individual.

Diagnostic Impressions:

After reviewing all of D's test results and reviewing information gathered from her intake interview, it is my judgment that D is a well-adjusted young woman who has some question about her future, but all of the resources she needs to succeed. She is a strong, self-confident woman who thrives on the company of others. Her social skills are highly developed, although sometimes she tends to speak her mind without first considering the consequences. D is reluctant to trust others, but always trusts in herself.

D is a very creative person, enjoying flexibility and not very tolerant of highly structured environments. She tends to question authority at times and can be considered norm-doubting. D is highly extroverted and gregarious. There are no apparent signs of psychopathology in this individual, although her potential for substance abuse is relatively high.

Axis I: No diagnosis

Axis II: No diagnosis

Axis III: None
Axis IV: None
Axis V: High-functioning individual

Recommendations:

1. No recommendations for treatment at this time.
2. Could benefit from substance abuse evaluation at a later date.

Student Evaluator Signature

Date