

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 673: Appraisal and Assessment in Counseling
Fall 2023
Course Syllabus

Instructor:	Jason Kacmarski, Ph.D.	Office Hours:	By Appointment
Class Dates:	November 3-5 & November 17-19	Class Times:	Fridays 4p-10p Saturdays 8a-5p Sundays 8a-4p
Email:	jason.kacmarski@unco.edu		

Course Description:

This course features an overview of individual and group approaches to assessment used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties.

Required Texts:

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Brooks/Cole.

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination* (2nd ed.). East Greenwich, RI: Psych Products Press.

Additional Required Readings*:

Finn, S. E. (2007). *In our clients' shoes: Theory and techniques of therapeutic assessment*. New York, NY: Routledge.

Matarazzo, B. B., Homaifar, B. Y., & Wortzel, H. S. (2014). Therapeutic risk management of the suicidal patient: Safety planning. *Journal of Psychiatric Practice, 20*, 220-224.

Wortzel, H. S., Borges, L. M., Barnes, S. M., Nazem, S., McGarity, S., Clark, K., Bahraini, N. H., & Matarazzo, B. B. (2020). Therapeutic risk management for violence: Clinical risk assessment. *Journal of Psychiatric Practice, 26*, 313-319.

Wortzel, H. S., Homaifar, B., Matarazzo, B., & Brenner, L. A. (2014). Therapeutic risk management of the suicidal patient: Stratifying risk in terms of severity and temporality. *Journal of Psychiatric Practice, 20*, 63-67.

Wortzel, H. S., Matarazzo, B., & Homaifar, B. (2013). A model for therapeutic risk management of the suicidal patient. *Journal of Psychiatric Practice, 19*, 323-326.

*Additional readings as assigned by the instructor.

Supplemental/Recommended Readings:

- Ægisdóttir, S., Spengler, P. M., & White, M. J. (2006). Should I pack my umbrella? Clinical versus statistical prediction of mental health decisions. *The Counseling Psychologist, 34*, 410-419.
- Ægisdóttir, S., White, M. J., Spengler, P. M., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist, 34*, 341-382.
- Jobes, D. A., & Drozd, J. F. (2004). The CAMS approach to working with suicidal patients. *Journal of Contemporary Psychotherapy, 34*, 73-85.
- Jobes, D. A., Jacoby, A. M., Cimboric, P., & Hustead, L. T. (1997). Assessment and treatment of suicidal clients in a university counseling center. *Journal of Counseling Psychology, 44*, 368-377.
- Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development, 78*, 357-364.
- Ridley, C. R., Li, C. L., & Hill, C. L. (1998). Multicultural assessment: Reexamination, reconceptualization, and practical application. *The Counseling Psychologist, 26*, 827-910
- Rosenberg, J. I. (1999). Suicide prevention: An integrated training model using affective and action-based interventions. *Professional Psychology: Research and Practice, 30*, 83-87.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2009). *Clinical interviewing* (4th ed). Hoboken, NJ: Wiley & Sons.
- Spengler, P. M., Strohmer, D. M., Dixon, D. N., & Shivy, V. A. (1995). A scientist-practitioner model of psychological assessment: Implications for training, practice, and research. *The Counseling Psychologist, 23*, 506-534.
- Spengler, P. M., White, M. J., Ægisdóttir, S., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2009). The meta-analysis of clinical judgment project: Effects of experience on judgment accuracy. *The Counseling Psychologist, 37*, 350-399.
- Taylor, R. L. (2007). *Psychological masquerade: Distinguishing psychological from organic disorders* (3rd ed.). NY: Springer.
- Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal. *American Psychologist, 69*, 218-229. doi: 10.1037/a0035099
- Wright, S. L., Wright, D. A., & Jenkins-Guarnieri, M. A. (2013). Development of the Social Efficacy and Outcome Expectations Scale. *Measurement and Evaluation of Counseling and Development, 46*, 218-231. doi: 10.1177/0748175613484042

Knowledge & Skill Outcomes (Objectives):

Upon successful completion of this course students will know and/or understand:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a).

2. Methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b).
3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c).
4. Procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d).
5. Use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e).
6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f).
7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g).
8. Reliability and validity in the use of assessments (CACREP 2.F.7.h).
9. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i).
10. Use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j)
11. Use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)
12. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l)
13. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)

Course Content:

This course is designed to meet the CACREP 2016 Standards for Assessment (Section 2.F.7). Course content includes the history of assessment procedures, types of assessment, technological applications of assessment, culturally appropriate/sensitive assessment, basic statistical procedures, appropriate assessment selection, types of psychological tests (i.e. intellectual, academic, achievement, personality, behavior rating scales, adaptive behavior scales), diagnostic interview techniques, and responsible and ethical use of assessments.

Methods of Instruction:

Methods of instruction include, but are not limited to the following: readings, lectures, papers/reports, exams, class discussions, presentations, role-plays, and other classroom activities.

Course Requirements/Assignments:

Students are expected to have completed the assigned readings *prior to coming to class* and to actively participate in discussions. All assignments must be uploaded to Canvas or emailed to the instructor no later than 11:59 PM (10:59 PM for assignments due on the final day of class) on the date that they are due. Not reading the material and/or late assignments will significantly lower your grade. Ten (10) percent will be deducted from assignment grades for each day that they are late.

Group Presentation (50 points): Students will be divided into small groups and each group will be required to select an assessment tool that is commonly used in the field and present it to the class (counseling and psychological journals are excellent sources to find assessment tools). Each group will also provide an outline describing the assessment to the class that includes a reference page in APA style. See the sample outline titled *Evaluation of Psychological Tests* at the end of this syllabus for an overview of what is expected. Presentations should be approximately 45 minutes in length and generally include a PowerPoint-style presentation. The following topics should be covered in each presentation: purpose of the test or how it can be used as a counseling tool, standardization, construct being measured, administration/setting, description of scales, scoring procedures, psychometric properties (reliability & validity), and other relevant additional information (e.g., where the instrument can be obtained, test user qualifications). Note that most of your presentation time should be spent demonstrating the application of the assessment. Therefore, you will provide each class member with the assessment, and they will take the assessment in class; you will explain to the class how to score and interpret their results. At the end of the presentation, you should conduct a brief role-play that explains how and why you would use the assessment with a client. All topics/tests must receive prior approval by the instructor. Your grade will be determined by ratings from your classmates and the instructor (see Expectations for Group Presentation grading sheet at the end of the syllabus). All group members are expected to present equally during the presentation.

Reflection Paper (50 points): Students are required to complete a reflection paper addressing the following questions: 1) What is the role of assessments in the lives of counselors? 2) What are some important factors that must be considered when using various assessments in counseling (i.e., statistically, culturally, and with regards to treatment planning)?

Psychosocial Assessment/Intake Report (50 points): You will conduct a clinical/diagnostic psychosocial assessment/“intake” of a pseudo/volunteer client (can be a classmate) and then write a report detailing your findings. Your report should include a thorough psychosocial history, MSE information, suicide/homicide assessment, diagnostic impressions, treatment recommendations, and the results of relevant assessment measures including, at minimum, a PHQ-9 and GAD-7, with other measures added when relevant to the “client’s” presenting concerns. You should use all 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 any assessment data. Make sure that each recommendation is relevant to the client’s concerns. A minimum of 5 recommendations are expected. Your paper should be no more than 6 pages double spaced and written in APA style (7th ed.). You can find the outline for this paper, including all required sections, on Canvas. As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from

any grammatical and spelling errors. *Please note:* Your report is to be based on fictitious information and should not include any identifying client information.

Attendance and Participation (50 points): Students are expected to attend and actively participate in all class meetings. You should NOT expect to receive all attendance and participation points by simply attending class on each scheduled day. Instead, you will earn these points by fully engaging in class discussions and activities. It is expected that you will participate in a professional manner and that your interactions with others in the classroom will be respectful in nature. Missing class or being late will result in a lower final grade. Breaks will be scheduled throughout each class meeting. Returning excessively late from scheduled breaks or taking an excessive number of additional breaks will also result in a lower final grade. Please note that if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course.

Exams (50 points): There will be two exams (25 points each) that will cover the information from class readings, lectures, and class discussion.

Grading:

Possible point values for each assignment are as follows:

Group Presentation	50
Reflection Paper	50
Psychosocial/Assessment Report	50
Attendance and Participation	50
Exams	50

TOTAL POSSIBLE POINTS = 250

Final letter grades will be assigned based on the following percentage distribution:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Course Schedule:

Date	Topic	Reading/Assignments DUE
Day 1 (Friday)	Introductions Review the Syllabus Assessment in Counseling Basic Assessment Principles Psychometrics	<u>Required Readings:</u> Whiston (2017) Chapters 1, 2, 3, & 4
Day 2 (Saturday)	Initial Assessment in Counseling Diagnostic Interviewing Mental Status Examination Report Writing Diagnostic Impressions Treatment Planning Monitoring and Evaluating Counseling Selecting, Administering, Scoring, and Communicating Assessment Results Intelligence and Ability Testing Achievement and Aptitude Testing	<u>Required Readings:</u> Whiston (2017) Chapters 7, 8, 9, 10, 15, & 16 Zimmerman (2013) <u>Supplemental Readings:</u> Polanski & Hinkle (2000) Sommers-Flanagan & Sommers- Flanagan (2009)
Day 3 (Sunday)	Assessment in Career Counseling Personality Assessment Exam 1	<u>Required Readings:</u> Whiston (2017) Chapters 11, & 12
Day 4 (Friday)	Ethical and Legal Issues in Assessment Assessment with Diverse Populations Behavioral Assessment Child Assessment Assessment with Couples and Families Leading Group Discussions	<u>Required Readings:</u> Whiston (2017) Chapters 5, 6, 13, & 14
Day 5 (Saturday)	Risk Assessment Group 1 Presentation Group 2 Presentation Group 3 Presentation	<u>Assignments Due:</u> Group Presentation Reflection Paper <u>Required Readings:</u> Matarazzo et al. (2014)

Day 5 Continued		Wortzel et al. (2013) Wortzel et al. (2014) Wortzel et al. (2020) <u>Supplemental Readings:</u> Jobes & Drozd (2004) Jobes, Jacoby, Cimbolich & Husted (1997)
Day 6 (Sunday)	Group 4 Presentation Group 5 Presentation Group 6 Presentation Exam 2 - Final	<u>Assignments Due:</u> Group Presentation Psychosocial/Assessment Report (Due November 24) <u>Supplemental Readings:</u> Taylor (2007) Chapters 1 & 3

Academic Integrity: Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance: Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students'

achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Diversity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, "The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation."

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

Equity and Inclusion Statement: The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

ChavezCenter@unco.edu

Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership

Development

1915 10th Ave

Greeley, CO 80639

970-351-1492

cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42

Greeley, CO 80631

970-353-0191

gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41

Greeley, CO 80639

(970) 351-2351

MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave

Greeley, CO 80631

970-351-1403

timothy.nellett@unco.edu

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

COVID-19: The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Food Insecurity: Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Land Acknowledgment: The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change: Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center: The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Center for Career Readiness: Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st floor
Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

Expectations for Group Presentation

____(2) – Thorough review of the assessment tool – purpose of the test or how it can be used as a counseling tool; theoretical background if applicable

____(3) – Standardization, administration/setting, scoring procedures

____(2) – Scales/description

____(3) – Psychometric properties (reliability & validity)

____(20) – Explained and applied assessment tool in an effective manner with the class

____(20) – Individual Presentation and Group Collaboration (professional presentation)

_____ **(50) TOTAL SCORE FOR GROUP PRESENTATION**

Group Member Evaluation Form

Please rate your group members participation in your group presentation:

Group Member _____										
No Contribution							Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10	

Group Member _____										
No Contribution							Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10	

Group Member _____										
No Contribution							Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10	

Please rate your own level of contribution:

Your Name _____										
No Contribution							Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10	

Evaluation of Psychological Tests

***NOTE: This is a sample outline only, more/less information may be needed depending on the test

Author and Date Published: _____ Length: _____

- I. **Purpose** – What was it designed to measure and how can it be used? Describe the practical application of the instrument. This may include some or all of the following:
 - a. Treatment planning
 - b. Intervention
 - c. Outcome measure

- II. **Standardization**
 - a. Norm Group
 - b. Population/Age – What is the age range?
 - c. Multicultural Norms
 - d. Additional Norms Established

- III. **Administration/Setting**
 - a. What type of setting is it used in?
 - b. How long does it take to administer?
 - c. Is it a self-administered questionnaire?
 - d. Can it be adapted for use in interview studies?
 - e. Is it administered individually and/or in a group?
 - f. Can it be computer administered?
 - g. Can it be completed on-line via the internet?

- IV. **Description of Construct** – What are the theoretical *constructs* being measured?

- V. **Scales/Description**
 - a. How many items are there?
 - b. How many factors/subscales are there?
 - c. What do the subscales measure?

- VI. **Scoring**
 - a. How is it scored (hand scored or computer scored)?
 - b. Range of Scores - What do the scores mean?

- VII. **Reliability** – list all types of reliability tested (e.g. test-retest, Cronbach's Alpha...). If applicable, include reliability estimates for each subscale and total scale

- VIII. **Validity** – list types of validity that were tested (e.g. Content, Criterion, Construct...)

- IX. **Strengths**

- X. **Weaknesses**

- XI. **Additional Information** (include *only* if applicable to the assessment you choose)
 - a. **Alternate forms** – Are there other versions or forms available (e.g. short-forms)?
 - b. **Cost** – What is included in the cost (e.g. manual, scoring forms/software)?
 - c. **Publisher** – how to obtain the instrument
 - d. **Journal** – list the reference if published in a journal