



# DOANE UNIVERSITY

## SYLLABUS

COU 612 Clinical Assessment

### Course Content

<i>Course Number:</i>	COU 612
<i>Course Title:</i>	Clinical Assessment
<i>Course Dates:</i>	Winter II, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Ray M. Zeisset, Ph.D.
<i>Office Phone:</i>	402-435-0933
<i>Office Email:</i>	ray.zeisset@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Wednesdays, 6:00 to 10:30 p.m.

### Course Description

An exploration of clinical assessment issues and techniques, including a survey of available psychological tests. A solid understanding of measurement principles and the statistics needed to understand them is emphasized, as well as the ability to critically evaluate the selection, use, and interpretation of tests and assessment procedures. **Prerequisite: COU 610 and COU 675.**

#### **Course Objectives:**

- #1 Understanding the purpose, nature, and meaning of assessment and testing in counseling (2.F.7.a)
- #2 Ability to make informed, ethical, and culturally appropriate judgments about selection, use, and interpretation of tests (2.F.7.m)

#3 Understanding the psychometric properties of tests, including reliability, validity, norms, and usability, and the statistical techniques necessary for their evaluation (2.F.7.f; 2.F.7.h)

# 4 Understanding the role and use of initial interviews, risk assessment for harm to self or others, environmental and behavioral observations, symptom checklists, and personality and psychological testing, as well as intellectual, career, and ability testing. (2.F.7.b; 2.F.7.c; 2.F.7.i; 2.F.7.j; 2.F.7.k)

# 5 Familiarity with the use of assessments in clinical mental health counseling for diagnosis and treatment planning for developmental, behavioral, and mental disorders (2.F.7.e; 2.F.7.L; 5.C.1.e)

#6 Familiarity with the experience of assessment by taking and scoring several standard psychological tests (2.F.7.f; 2.F.7.k)

**REQUIRED TEXTS:**

Hays, D. G. (2013) *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (5th Ed)*. Alexandria, VA: American Counseling Association. ISBN-13: 978-1-55620-318-3.

Zeisset, R. M. (2009). *Statistics & Measurement: An Introduction (4<sup>th</sup> Ed.)* Gainesville, FL: Center for Applications of Psychological Type. ISBN 978-0-935652-90-1

CACREP Standards Addressed in this Course
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Standard Identifier	Standard	Assessment
2.F.7.a	historical perspectives concerning the nature and meaning of assessment and testing in counseling	Chapter reflections, class discussion
2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings	Chapter reflections, class discussion
2.F.7.c	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Chapter reflections, class discussion
2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Chapter reflections, class discussion; paper
2.F.7.f	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and	Statistics and measurement exam; class discussion, self-evaluation

	group and individual assessments	
2.F.7.h	reliability and validity in the use of assessments	Statistics and measurement exam, class discussion, self-evaluation
2.F.7.i	use of assessments relevant to academic/educational, career, personal, and social development	Chapter reflections, class discussion
2.F.7.j	use of environmental assessments and systematic behavioral observations	Chapter reflections, class discussion
2.F.7.k	use of symptom checklists, and personality and psychological testing	Chapter reflections, class discussion, self-evaluation; paper
2.F.7.l	use of assessment results to diagnose developmental, behavioral, and mental disorders	Chapter reflections, class discussion, self-evaluation; paper
2.F.7.m	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Chapter reflections, class discussion
5.C.1.e	psychological tests and assessments specific to clinical mental health counseling	Chapter reflections, class discussion, self-evaluation; paper

### Measurement of Outcomes

**Assignments (Direct):**

A Statistics and Measurement exam (Week 6)

A 10-15 page paper reviewing information on three psychological tests and demonstrating understanding of psychometrics through discussion of the relative merits of the tests. A portion of the paper will be presented for instructor comment each week beginning Week 3, with the completed paper turned in Week 9.

**Instructor Evaluations (Indirect):**

Class participation will be evaluated for quality as well as quantity.

Each student will present one topic to the class based on a chapter of the Hays text.

Students submit reflection on assigned Hays textbook chapters

Each student completes a self-evaluation of his or her performance in the course

## Instructional Methods

This is an interactive graduate course that includes a high level of pre-class preparation and classroom participation. Readings, discussion, lectures, student presentations, demonstrations, and exercises are utilized. Lectures cover all topics without student presentations. Weekly reflections on assigned readings assure text content is integrated into a growing sense of the importance of assessment in all its forms in counseling practice. Writing a term paper simulates the process of choosing an assessment and serves as an opportunity to demonstrate appropriate use of APA Style.

## Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have.
2. Complete all reading assignments prior to class meeting times.
3. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! The more that you are involved the more you will get out of the class.
5. Keep current with the schedule of assignments for sections of the paper, utilizing instructor feedback each week and applying it to subsequent sections.

## Course Requirements

### **Assignments (Direct):**

*Statistics and Measurement exam.* An exam covering statistics and measurement occurs Week 6. It constitutes 20% of the final grade.

*Research Paper.* A paper, 10 to 15 pages in length and written in APA Style, will critically review information on three psychological tests on a topic, and demonstrate understanding of psychometrics through discussion of the relative merits of the tests. Examples of possible topics will be provided. A correctly formatted title page will be due Week 3, tests will be selected and an introduction will be written by Week 4, and other landmarks will be required on subsequent weeks, with the completed paper turned in at the last class. The paper is 30% of the final grade; of this grade, 70% will be based on conceptualization and quality of understanding of psychometric principles, and 30% will be based on conformance to APA Style and quality of writing.

### **Instructor Evaluations (Indirect):**

*Class Participation.* Attendance is critical for participation. A student missing a class may partially offset the loss of class participation points for the session by demonstrating grasp of the material from that session in a paper or other format agreed to by the instructor, but will not be reminded to do this. A student missing more than two sessions should not expect to pass

the course. Class participation is 20% of the final grade and is based on quality as well as quantity of participation.

*Student Presentations.* Each student will present one topic to the class. Topics for presentations are noted in the Tentative Class Schedule below by the textbook chapter numbers in parentheses and the asterisk following possible topics not covered in the text. Student Presentations are to be 20-35 minutes in length, providing brief overviews of the textbook and supplementary material to guide class discussion and spark interest in, and understanding of, the topic and enhance learning. Use of PowerPoint is encouraged. The student presentation is 15% of the final grade.

*Reflections on text.* Reflections on assigned Hays textbook chapters should be 1/3 to 2 page single-spaced typing per chapter. The student might comment on what was new for him or her, experiences that support what the chapter says, things that are intriguing and evoke interest in learning more, things disagreed with, tie-ins with other course work, and so forth. Reflections are not required on chapters 5-6. Reflections are 5% of the final grade.

*Self-evaluation.* Each student will complete a self-evaluation of his or her performance in the course, to be completed by the last session. The student awards himself or herself a grade that is 10% of the final grade.

Evaluation Criteria
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**Final Grade**

The final grade will be based on the following criteria:  
 Statistics & measurement exam, 20%; Paper, 30%; Class participation, 20%; Student presentations, 15%; Reflections on text, 5%; Self-evaluation, 10%.

**Grading Scale:**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60		

## Expectations

1. *Attendance and Participation:* It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and any other assignments due that day prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class.
2. *Classroom Behavior:* Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Students should be professional at all times: being on time, being respectful, being prepared, being attentive, being open to learning, and so forth.
3. *Use of Technology:* Students are asked to behave as graduate students. Because any use of computers or phones tends to disrupt focus and interaction, use of technology during class time is generally inappropriate. Special needs should be discussed with the instructor. Should you be on call and need to make a call/text please leave the classroom as talking or texting could distract others from learning.
4. *Plagiarism:* Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

## Tentative Schedule

Week	Topics & CACREP Standards Addressed [in brackets]	Readings	Assignments
1	Overview of Assessment [2.F.7.a] Choosing Student Presentation topics Purpose & process for papers Statistics & Measurement overview[2.F.7.f]	Zeisset ch. 1	
2	Use of Assessment in Counseling & The Assessment Process [2.F.7.a] Descriptive & Inferential Statistics review & Measurement Overview [2.F.7.f; 2.F.7.h] Using the Mental Measurement Yearbook Discussion of APA Style	Hays ch. 1, 2, 5 Zeisset ch. 2, 3	Chapter reflections
3	Ethical, Legal, Professional, & Multicultural Considerations (*3, 4) [2.F.7.m] Measurement: Reliability [2.F.7.h]	Hays ch. 3, 4,(5,6) Zeisset ch. 4	Chapter reflections Paper topic chosen & title page

4	Initial Assessment in Counseling (*7) [2.F.7.b] Assessing for Suicide, Substance Abuse (*from 7, 8) [2.F.7.c; 2.F.7.e] Measurement: Validity [2.F.7.h]	Hays ch. 7, part 8 Zeisset ch. 5	Paper introduction
5	Measurement: Norms, Usability [2.F.7.f] Mental Health Assessment–Specific Scales (*8) & General Scales (*13) [2.F.7.e; 5.C.1.e] Applying Statistics & Measurement Knowledge [2.F.7.f; 2.F.7.h]	Hays ch.8, 13sections Zeisset ch. 6	Chapter reflections Paper: draft on one test
6	Statistics & Measurement Exam Reflections on Career Assessment [2.F.7.i] Introduction to Psychological Type [2.F.7.k] Taking some illustrative tests [5.C.1.e] More on APA Style		Exam Paper: draft 2nd test, references
7	Assessment of Personality (*13) [2.F.7.k] Projective techniques (13)[2.F.7.L; 5.C.1.e] Interpersonal Relationships (*14)[2.F.7.j; 2.F.7.k] Communication of Results (*15)[2.F.7.m] Taking more illustrative tests	Hays ch. 13sections, 14, 15	Chapter reflections Paper: draft 3rd test, finalize Introduction
8	Assessment of Intelligence (*9) [2.F.7.L] Ability Testing (*10) [2.F.7.i] Neuropsychological Evaluation *[2.F.7.L] Doing assessments and referral to others	Hays ch. 9, 10	Chapter reflections Paper: Discussion
9	All papers due Brief presentation of each paper to class [5.C.1.e] Course evaluation and wrap-up		Oral presentations Hard copy of paper Self-evaluation

\* Indicates Hays chapter # or other topic for a potential Student Presentation

### Course Declarations

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.



2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.