



## **Clinical Assessment      COU 612**

3 Credits                      Winter I, 2011      October 17-December 17, 2011

Tuesday or Wednesday evenings, 6:00-10:30 p.m.

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### **Course Syllabus**

#### **I. Catalog Description and Credit Hours of Course:**

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. 3 credit hours. Required core course.

#### **II. Prerequisite:**

Research in Counseling, COU 675; permission of the Dean

#### **III. Course Integrated in to the Program Requirements**

Required in all focus areas.

#### **IV and V. Course as Relates to External Requirements and Standards**

ASSESSMENT--studies that provide 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 nonstandardized 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.

A. 2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

**B. Skills and Practices**

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**B. Skills and Practices**

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
5. Assesses barriers that impede students' academic, career, and personal/social development

**VI. Purposes or Objectives of the Course**

This course provides an overview of clinical assessment. It includes a survey of psychological assessment techniques to provide the student with general familiarity with tests available and ways to evaluate their effective use. A solid understanding of measurement principles and the statistics needed to understand them is emphasized. It is not intended the student will develop proficiency in administration, scoring or interpretation of any specific instruments, but will be able to critically review the selection, use and interpretation of tests and assessment procedures. Among the instruments surveyed are several objective assessment instruments for alcohol or drug disorders such as the Michigan Alcohol Screening Test, the Substance Abuse Subtle Screening Inventory, and the Alcohol Use Disorders Identification Test. Understanding individual differences through psychological type and the Myers-Briggs Type Indicator will be introduced.

By the end of this course, the student should understand the purpose, construction and psychometric properties of tests, be able to make informed judgments concerning the selection and use of tests, and be familiar with several standard tests. The student should understand reliability and validity of tests and the statistical techniques necessary for their evaluation. In addition the student will have knowledge about the use of screening assessments and know when to refer for full assessment. The student should understand the strengths and weaknesses of tests as well as how to communicate about tests. The student will be familiar with basic concepts of psychological type.

## VII. Methods of Instruction

This is an interactive graduate course that includes a high level of pre-class preparation and classroom participation. Readings, discussion, lectures, student presentation, 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.

## VIII. Basis for Student Evaluation

Evaluation will be based on class participation, projects assigned, student presentations, an exam on statistics and measurement concepts, reflections on assessment text material, and a paper on a relevant topic.

*Class Participation.* **Attendance at all class sessions is expected.** A student missing a class is requested to let the instructor know in advance, if possible. To partially offset the loss of class participation points for the session, the student may demonstrate grasp of the material from that session in a paper (3-5 pages) or another 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. The schedule for these presentations will be developed at the first class session. Topics for presentations are noted in the Tentative Class Schedule below by the Hood and Johnson chapter numbers in parentheses and the asterisk following possible topics not covered in the text. Student Presentations are to be 20-30 minutes in length, providing a brief overview of the Hood & Johnson material, followed by supplementary material and class discussion/activities in a way that sparks interest in the topic and enhances learning. Use of PowerPoint is encouraged. The student presentation is 15% of the final grade.

*Papers.* Papers, 10 to 15 pages in length, 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. Papers are to conform with APA style, both in format and critical perspective, and gaining familiarity with this important professional tool is a key purpose of the paper. Examples of possible topics will be distributed at the first class session. The paper is typically on a different topic than the student's class presentation, but may be on a related topic with instructor approval. A correctly formatted title page will be due by the third class session, tests will be selected and an introduction will be written by the fourth week, 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.

*Reflection on Hood & Johnson text.* Reflections on assigned chapters should be 1/3 to 1/2 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. The student should consider these two questions: 1. How does this chapter **confirm** or **challenge** my previous learning? 2. How does this chapter relate to what I **am doing now** and **will do later as a counselor**? Reflections are 5% of the final grade.

*Statistics and Measurement exam.* An exam covering statistics and measurement concepts occurs during the fifth class session. It constitutes 20% 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.

Grading of individual course components will be based on the following grade equivalents:

A+	98-100%
A	92-97%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81%
C+	78-79%
C	72-77%
C-	70-71%

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor.

## IX. Course Content or Outline

	Class hours
A. Introduction and General Principles of Assessment	3
B. Statistics & Measurement	6
1. Descriptive & Inferential Statistics	
2. Reliability	
3. Validity	
4. Usability & Norms	
C. Finding and Experiencing Good Assessments	4
1. Using Mental Measurement Yearbook	
2. Taking Selected Instruments	
D. Effective Presentation Skills	3.5
1. Leading discussions, using PowerPoint	
2. APA Style and Organizing a Paper	
E. Initial and Outcome Assessment	1.5

F. Assessment of Intelligence, Aptitude & Achievement	2.5
G. Assessment of Career Interests & Skills	1
H. Assessment of Personality and Interpersonal Relationships	4
I. Assessment of Mental Health, Suicide, and Substance Abuse	4.5
J. Assessment of Neuropsychological Disorders	1
K. Preparing for Practice	3
1. Ethics and Social Issues in Assessment	
2. Communicating Results to Clients and Others	
3. When to Refer and Referral Considerations	
4. Planning Assessments & Choosing Tests	
L. Sharing Results of Individual Research Papers	2

#### **X. Textbooks**

Hood, A. B., & Johnson, R. W. (2007) *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (4th Ed)*. Alexandria, VA: American Counseling Association. ISBN-13: 978-1-55620-261-2

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

#### **XI. Expectations for Students**

- A. The student is expected to actively participate in class.
- B. The student is expected to complete the required readings and all assignments.
- C. The student is expected to demonstrate satisfactory performance on examinations.
- D. The student is expected to respond satisfactorily to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning.
- F. The student is expected to conceptualize the assessment process and know how to find and evaluate psychological tests that might be appropriate.

#### **XII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating, or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the College. Students are responsible for upholding the principles of academic honesty as they would any other professional

and ethical standard. **Note:** Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the Doane College Policy for Academic Honesty.

### **XIII. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA), please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Dean, Master of Arts in Counseling. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to [www.doane.edu/cs/services/disability.htm](http://www.doane.edu/cs/services/disability.htm).

### **XIV. Civility, Respect and Classroom Etiquette:**

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect—it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g., popping gum, noisy eating, clipping fingernails, etc.); 4) minimize side conversations; and 5) maintain respectful interactions. Personal harassment of any kind will not be tolerated.

### **XV. Professional Performance Evaluation:**

Professional Performance, as assessed within the Master of Arts in Counseling program is guided by the characteristics identified in the Graduate Catalog and described in the rubrics published in the Student Handbook. The beliefs and attitudes related to the areas of competence, reflection, and caring are the guiding influence with nine foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

### **XVI. Professional Identity and Theoretical Orientation**

An online portfolio is maintained in the student's personal file on the Program website. Artifacts from this class appropriate for inclusion in the portfolio are the PowerPoint and handout from the student's presentation and the term paper.

## Tentative Class Schedule – Clinical Assessment

<i>Week</i>	<i>Topics</i>	<i>Assigned Readings</i>
1	Overview of Assessment and course Choosing Student Presentation topics Purpose and process for papers Option to take the Strong instrument	Zeisset: ch. 1
2	Review of Descriptive and Inferential Statistics Model presentation, H&J ch 1; discussion ch 2 Using Mental Measurement Yearbook Discussion of APA Style	Hood & Johnson: ch.1, 2 Zeisset: ch. 2, 3
3	Initial Assessment & Interviewing (4) Assessment of Intelligence (5) Measurement: Reliability Introduction to Psychological Type Option to take the MBTI instrument	Hood & Johnson: ch. 4, 5 Zeisset: ch. 4
4	Assessment of Ability (6) Assessment of Personality (11) Projective Techniques & other personality measures (12) Measurement: Validity, Usability Applying Statistics and Measurement knowledge	Hood & Johnson: ch. 6, 11, 12 Zeisset: ch. 5, ch. 6
5	Statistics and Measurement Exam Lecture: Career Assessment MBTI Results and Type Dynamics More on APA Style	
6	Interpersonal Relationships (13) Interviewing for suicide and substance abuse (14) Substance abuse scales* Option to take SASSI and AUDIT	Hood & Johnson: ch. 13, 14 & substance abuse section of 15
7	Mental Health -- general scales (15) Mental Health -- specific purpose scales(15) Assessment of Minorities and Special Populations (16) Option to take Beck Depression Inventory	Hood & Johnson: ch. 15, 16
8	Communication of Results & Ethics (17&18) Neuropsychological Evaluation* Doing assessments and referral to others Consultation on papers	Hood & Johnson: ch. 17, 18
9	All Papers due Brief (@10 min.) presentation of each paper to the class Course wrap-up	