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|  | Clinical Assessment COU 612 |
| 3 Credits | Summer, 2009, May 26-July 26, 2009 |
| Course Syllabus | |
| <i>Time / Location:</i> | Thursday evenings, 6:00-10:30 p.m. Doane-Lincoln |
| <i>Instructor:</i> | Ray M. Zeisset, Ph.D. |
| <i>Required Texts:</i> | Hood & Johnson, <i>Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (4th Ed)</i> Zeisset, <i>Statistics & Measurement: An Introduction for MBTI Users (3rd Ed.)</i> |

Course Description:

An examination of interpretive issues in clinical assessment, application of assessment theories for intervention strategies, treatment plans, and communication with other health care professionals.

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 Addiction Severity Index. Understanding individual differences through psychological type and the Myers-Briggs Type Indicator will be introduced.

Course Outcomes and Objectives:

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.

Methods of Instruction:

Student presentations, readings, discussion, lectures, demonstrations and exercises. Weekly content summaries of assigned readings include reflections and reactions.

Assessment of Student Learning and Performance, Grades:

Evaluation will be based on class participation, projects assigned, student presentations, an exam on statistics and measurement concepts, reflections on assessment text material, and one paper on a relevant topic to consist of 10 to 15 pages. Weighting of elements will be discussed at the first session. Points for the course will be assigned as follows:

- 25% Class participation
- 15% Student presentation
- 30% A paper on a relevant clinical assessment topic (10-15 pages)
- 15% An exam covering statistics and measurement concepts
- 5% Weekly reflections on content in the assigned Hood & Johnson chapters.
- 10% Student self-evaluation of performance in course

Attendance at all class sessions is expected. If you must miss a class, please let instructor know in advance, if possible. You will be expected to demonstrate your grasp of the material from that session in a paper (3-5 pages) or another format agreed to by the instructor if you want to partially offset the loss of class participation points for the session. A student missing more than two sessions should not expect to pass the course.

Descriptions of Graded Performance Learning Activities:

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 20-25 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.

Papers. Papers may be on any clinical assessment topic, subject to instructor approval. Each paper will critically review information on three or four psychological tests on the 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 this component. 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 the same or a related topic with instructor approval. A correctly formatted title page will be due by the third class session, reviews of the tests to be studied will be obtained by the fourth week, and other landmarks will be required on subsequent weeks, with the completed paper turned in at the last class.

Reflection possibilities on Hood & Johnson text. You might comment on what was new for you, experiences that support what the chapter says, things that intrigue you that you want to learn more about, things you disagree with, tie-ins with other course work, and so forth. Try to address these two questions:

1. How does this chapter **confirm** or **challenge** your previous learning?
2. How might this chapter relate to what you **are doing** and **will do**?

Page requirements: When a number of pages is specified as being required, assume double-spaced typed pages using one inch margins and using a proportional 12 point font (such as this). Other formats are acceptable, but length should be adjusted accordingly.

General Information:

Academic Integrity. The Doane College Academic Integrity Policy will be enforced in this course. All assignments, projects and tests in this course will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism. Instances of academic dishonesty as defined in the policy, if a first offense, will result in loss of all points for the assignment or exercise. If warranted by the seriousness of the infraction, a greater penalty may be imposed on recommendation to the Vice President for Academic Affairs. Sanctions for second and subsequent offenses are handled by the Vice President for Academic Affairs.

Professional Performance Evaluation Ratings. In addition to a letter grade for the course, each student will receive a Professional Performance Evaluation rating. The following scale is used:

- 5 = Exceptional: At level of practicing professional counselor
- 4 = High: Higher than expected for educational and experience level
- 3 = Good: Performance meets expectations for level
- 2 = Low: Indicates substandard performance. Requires remediation
- 1 = Poor: Far below expected level of performance. Monitoring and significant remediation is required

In awarding the Professional Performance rating, the instructor will consider the following aspects of a student's performance:

- a) Listens to others, cooperates with others, and accepts other points of view
- b) Responds in a self-reflective and self-critical manner to comments about professional and academic performance
- c) Abides by established ethical standards
- d) Shows motivation to master new material
- e) Demonstrates sensitivity, awareness, and acceptance of cultural and individual differences
- f) Demonstrates critical thinking and healthy skepticism
- g) Tolerates ambiguity that is inherent in the field of mental health
- h) Recognizes the rights and responsibilities of counselors as well as other professionals.

Tentative Class Schedule – Clinical Assessment – Summer, 2009

| <i>Week</i> | <i>Topics</i> | <i>Assigned Readings</i> |
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| 1 | Overview: Psychological Testing and Assessment Choosing Student Presentation topics Review of Descriptive and Sampling Statistics Option to take the Strong instrument | Zeisset: ch. 1, 2, 4 |
| 2 | Measurement: Reliability Discussion of paper topics and APA style Introduction to Psychological Type Model presentation, H&J ch 2 Option to take the MBTI instrument | Hood & Johnson: ch.1, 2 Zeisset: ch. 3 (reliability), 5 |
| 3 | Initial Assessment & Interviewing (4) Assessment of Intelligence (5) Measurement: Validity, Usability Applying Statistics and Measurement knowledge | Hood & Johnson: ch. 4, 5 Zeisset: rest of ch. 3 |
| 4 | Statistics and Measurement Exam Lecture: Career Assessment MBTI Results and Type Dynamics APA Style | |
| 5 | Assessment of Ability (6) Assessment of Personality (11) Projective Techniques & other personality measures(12) Option to take SASSI and AUDIT | Hood & Johnson: ch. 6, 11, 12 |
| 6 | Interpersonal Relationships (13) Interviewing for suicide and substance abuse (14) Substance abuse scales* | Hood & Johnson: ch. 13, 14 |
| 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 Consultation on papers | Hood & Johnson: ch. 15, 16 |
| 8 | Communication of Results & Ethics (17&18) Neuropsychological Evaluation*; Computers* 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 | |

Note: Other readings may be assigned from time to time. Timing of above assignments are tentative; schedule may be adjusted as class proceeds. Ordinarily, text material should be read before the topic is presented.