



DOANE UNIVERSITY

SYLLABUS

COU 612: Clinical Assessment

Course Content

Course Number: COU 612

Course Title: Clinical Assessment

Course Dates: Winter II 2022

Credit Hours: 3 Credits

Instructor: Arden Szepe, PhD, NCC

Office Phone: 402-467-9007

Office Email: arden.szepe@doane.edu

Office Hours: By Appointment

Classroom: TBD

Meeting Times: Wednesdays, 6:00pm –
10:30pm

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.

Student Learning Objectives:

At the conclusion of this course, students will be able to:

1. Students will demonstrate understanding of the purpose, nature, and meaning of assessment and testing in counseling. (2016 CACREP Std: 2.F.7.a)
2. Students will demonstrate the ability to make informed, ethical, and culturally appropriate judgments about selection, use, and interpretation of tests. (2016 CACREP Std: 2.F.7.m)
3. Students will demonstrate knowledge of the psychometric properties of tests, including reliability, validity, norms, usability, and the statistical techniques necessary for their evaluation. (2016 CACREP Std: 2.F.7.f; 2.F.7.h)
4. Students will demonstrate understanding of 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. (2016 CACREP Std: 2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.i; 2.F.7.j; 2.F.7.k)
5. Students will demonstrate familiarity with the use of assessments in clinical mental health counseling for diagnosis and treatment planning for developmental, behavioral, and mental disorders. (2016 CACREP Std: 2.F.7.e; 2.F.7.l; 5.C.1.e)
6. Students will demonstrate familiarity with the experience of assessment by taking and scoring several standard psychological tests. (2016 CACREP Std: 2.F.7.f; 2.F.7.k)

Key Performance Indicator: This course assesses the KPI for the core area of ASSESSMENT AND TESTING

Identified KPI: reliability and validity in the use of assessment

Measurement Tool: Final Paper (see assignment details below)

REQUIRED TEXTS:

Hays, D. G. (2017). *Assessment in counseling: Procedures and practices* (6th ed.). Alexandria, VA: American Counseling Association. IBSN- 9781556203688.

Recommended:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

CACREP Standards Addressed in this Course

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
1. Students will demonstrate understanding of the purpose, nature, and meaning of assessment and testing in counseling.	2.F.7.a	<ul style="list-style-type: none"> Historical perspectives concerning the nature and meaning of assessment and testing in counseling 	Direct Lecture; Assigned Readings; Group Discussion;	Quizzes, Class Discussion
2. Students will demonstrate the ability to make informed, ethical, and culturally appropriate judgments about selection, use, and interpretation of tests	2.F.7.m	<ul style="list-style-type: none"> Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results 	Direct Lecture; Assigned Readings Group Discussion; Case Study	Quizzes, Class Discussion,
3. Students will demonstrate knowledge of	2.F.7.f 2.F.7.h	<ul style="list-style-type: none"> Basic concepts of standardized and non- 	Direct Lecture; Assigned Readings; Group Discussion;	Quizzes, Instrument Review, Final Paper

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
the psychometric properties of tests, including reliability, validity, norms, usability, and the statistical techniques necessary for their evaluation.		standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. <ul style="list-style-type: none"> • Reliability and validity in the use of assessments 		
4. Students will demonstrate understanding of 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.d 2.F.7.i 2.F.7.j 2.F.7.k	<ul style="list-style-type: none"> • Methods of effectively preparing for and conducting initial assessment meetings • Procedures for assessing risk of aggression or danger to other, self-inflicted harm, or suicide • Procedures for identifying trauma and abuse and for reporting abuse • Use of assessments relevant to academic/educational, career, personal, and social development • Use of environmental assessments and systematic 	Direct Lecture; Assigned Readings; Group Discussion; Multimedia; Experiential Activities	Class Discussion, Peer Assessment Project, In-class Exercise

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
		behavioral observations <ul style="list-style-type: none"> • Use of symptom checklists, and personality and psychological testing 		
5. Students will demonstrate 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	<ul style="list-style-type: none"> • Use of assessments for diagnostic and intervention planning purposes • Use of assessment results to diagnose developmental, behavioral, and mental disorders • Psychological tests and assessments specific to clinical mental health counseling 	Direct Lecture; Assigned Readings; Group Discussion; Multimedia; Experiential Activities	Peer Assessment Project, In-class Exercise, Final Paper
6. Students will demonstrate familiarity with the experience of assessment by taking and scoring several standard psychological tests	2.F.7.f 2.F.7.k	<ul style="list-style-type: none"> • Basic concepts of standardized and non-standardized, norm referenced and criterion-referenced assessments, and group and individual assessments • Use of symptom checklists, and 	Direct Lecture; Assigned Readings; Group Discussion; Multimedia; Experiential Activities	Peer Assessment Project, In-class Exercise

Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
		personality and psychological testing		

Suggestions for Getting the Most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. 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! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first client sitting across from you!

Course Requirements

Readings. Students are expected to read the required text, assigned articles, and handouts.

Class attendance and participation. Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to actively participate in class activities and discussions. Students are allotted one excused absence (i.e., the instructor is notified before). Additional absences will result in a 5pt. deduction from your overall grade.

Quizzes. Four quizzes will be administered throughout the term. Students will have access to the quizzes prior to the start of class on Canvas. Quizzes will be on assigned readings. Quizzes will open Wednesdays at 8AM and close on Tuesdays at 5:30PM. **(10 pts/quiz x4= 40pts. total)**

Peer Assessment Project. To familiarize you with psychological assessments, you will need to complete a series of assessments. You will be required to take the following assessments: Client History Assessment, Social Readjustment Rating Scale, Enneagram, Self-Esteem Inventory, and

AUDIT. Instructor will make all assessments available in class and on Canvas. After completing the assessments, you will share your results with a peer, who will use the results to develop a client profile. This written profile (**no more than eight pages, not counting the title page and reference list; abstract not required**) will include the following:

- Client description (Your ‘client’ is your peer from class)
 - Background
 - When and where assessments were taken (this will be made up; pretend you administered the instruments within a professional context of your choice)
- General description of assessment administered (although everyone is taking the same assessments, this section should be written individually)
 - What does each assessment measure?
 - How are scores interpreted?
 - What do scores mean?
- Assessment results
- Integrated picture of client based on assessments and client description

A rubric will be provided on Canvas. Peer Assessments will be submitted to Canvas. **(25 points)**

Instrument Review. Each student will select an instrument for critical review. Instruments must represent one of the following areas: personality, family, intelligence, clinical diagnosis, or addiction. Students may request their choice of instrument; however, instruments will be assigned on a first-come, first-served basis and no one will be allowed to duplicate an instrument already selected for review. The instrument must be related to counseling and should be related to the population with whom you wish to work (or think you might). Complete the following components for this assignment:

- Read and review a **minimum of two sources** that provide reviews or analyses of the test or inventory. These can be found in the *Mental Measurement Yearbook*, *Measurement & Evaluation in Counseling & Development*, *Journal of Counseling & Development*, or other academic journals. Note: *Mental Measurement Yearbook* is considered a single source, even if it contains multiple reviews. The publisher’s website can be used, but is not considered as one your two required sources.
- Include the following in your review (use this outline for your handout):
 - General information
 - Title of test, including edition and forms
 - Authors
 - Publisher and copyright dates
 - Cost
 - Description of instrument
 - General type of test
 - Purpose and recommended use
 - Population for whom the test is designed (with details)
 - Time required for administration
 - Content (categories of assessment, types of items, types of responses)
 - Administration procedures and requirements
 - Technical information
 - Normative data
 - Validity and reliability information

- Scoring options and procedures
- Other statistical information
- Your personal evaluation (what YOU think, not what you have read)
 - Strengths and limitations of the instrument
 - Cultural fairness
 - Other reactions to the assessment

Students will present findings in a **short (10 minute) presentation**. Students are not required to prepare a powerpoint for their presentation, but must supply the instrument handout to the class. Handouts should be **1-2 pages** in length. Your grade will be based on the quality of the handout and strength of your presentation. A rubric will be provided on Canvas. Submit final handout to Canvas. **(20 points)**

Final Paper. Students will select three instruments to critically review. Papers will provide information on three psychological instruments on a topic of choice and demonstrate understanding of psychometrics through discussion of the relative merits of the instruments. Papers should include the following information:

- Abstract
- Introduction
 - Introduction of topic
 - Background information
 - Introduction of each test and acronyms
- 3 Tests Reviewed
 - For each test
 - Reliability
 - Validity
 - Usability
 - Background
- Discussion
 - Findings of each test
 - Compare and contrast
 - Thoughtfully constructed comments on usability principles and current evidence

Papers will be 10 to 15 pages in length and written in APA style. A rubric will be provided on Canvas. Submit to Canvas. **(100 points)**

Final Comprehensive Exam. Students will complete a final comprehensive exam during the final week of the term. Students will schedule a time to complete the final exam with the instructor. **(50 points)**

Critical Learning Analysis (CLA). Students are required to complete and submit a CLA to Canvas and LiveText. This assignment must be submitted to Canvas and LiveText in order to receive a final grade for the course. **(Complete/Incomplete)**

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

Quizzes	10 pts each x 4 weeks	40 points
Peer Assessment Paper	25 points	25 points
Assessment Presentation	20 points	20 points
Final Paper	100 points	100 points
Final Comprehensive Exam	50 points	50 points
Critical Learning Analysis	0 points	Complete/incomplete
Total Possible Points		235 Points Possible

Grading Scale

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

Expectations

- 1. 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. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
- 2. Late Assignments:** Students will receive a **5% deduction per day** for all late assignments, excluding Online Weekly Quizzes. No late/partial credit will be provided for Weekly Quizzes. The instructor will not be available to help with technological issues the day of class. Any in-class assignment (i.e. Presentations) must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.
- 3. Use of Technology:** Students are asked to behave in a manner that reflects the overall attitude and professionalism expected by graduate students, therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.

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 and do not give ownership of others work will, at minimum, be given a zero for that assignment. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Course Schedule

Week/ Date	Topic	Weekly Assignments
1	<ul style="list-style-type: none"> • Introduction to the Course • Use of Assessment in Counseling • The Assessment Process • Ethical, Legal, and Professional Considerations in Assessment • Multicultural Considerations in Assessment 	<p><u>Reading:</u> Chapters 1-4</p> <p><u>DUE:</u></p>
2	<ul style="list-style-type: none"> • Measurement Concepts • Understanding and Transforming Raw Scores 	<p><u>Reading:</u> Chapters 5-6</p> <p><u>DUE:</u> Quiz 1 on Chapters 5-6</p> <p><i>*Instrument Review Sign Up</i></p> <p><i>*Select partners for Peer Assessment</i></p> <p><i>*Paper Topic Sign Up</i></p>
3	<ul style="list-style-type: none"> • Initial Assessment in Counseling • Communication of Assessment Results 	<p><u>Reading:</u> Chapters 7 & 15</p> <p><u>DUE:</u> Quiz 2 on Chapters 7 & 15</p> <p><i>*Give completed assessments to peer assessor</i></p>
4	<ul style="list-style-type: none"> • Substance Abuse and Mental Health Assessments 	<p><u>Reading:</u> Chapter 8</p> <p><u>DUE:</u> Quiz 3 on Chapter 8</p>
5	<ul style="list-style-type: none"> • Mental Health Assessments (continued) • Assessment of Intelligence • Ability Testing 	<p><u>Reading:</u> Chapters 8-10</p> <p><u>DUE:</u> Peer Assessment Project</p>

6	<ul style="list-style-type: none"> • Instrument Review Presentations • Career and Life Planning • Measures of Interests and Values 	<p><u>Reading:</u> Chapters 11-12</p> <p><u>DUE:</u> Instrument Review</p>
7	<ul style="list-style-type: none"> • Assessment of Personality • Assessment of Interpersonal Relationships 	<p><u>Reading:</u> Chapters 13, 14, & 16</p> <p><u>DUE:</u> Quiz 4 on Chapters 13-14</p>
8	<ul style="list-style-type: none"> • Future Trends in Counseling Assessment • Review • Complete IDEA Surveys 	<p><u>Reading:</u> Chapter 16</p>
9	<ul style="list-style-type: none"> • Final Comprehensive Exam 	<p><u>Reading:</u> None</p> <p><u>DUE:</u> Final Paper</p> <p>CLA</p>

Course Declarations

Canvas Usage: Canvas 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 Canvas. 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.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

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.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website:
<https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane University
Master of Arts in Counseling Program

Statement of Understanding: COU 612 Syllabus

I _____ have fully read and understand the syllabus for COU 612: Clinical Assessment taught by Dr. Szepe during the _____ term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Canvas) and paper (via request to Dr. Szepe) at all times during the term.
- I acknowledge that Dr. Szepe has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with Dr. Szepe during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to Dr. Szepe if I do not understand any of the requirements or expectations in this course.

Student Signature

Date