



**COU 612**  
Doane College Master of Arts in Counseling  
**Clinical Assessment**

**Winter II 2015**  
**Course Syllabus**

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**Instructor:** Ray M. Zeisset, Ph.D.     **Class Times:** Wednesday, 6:00-10:30 p.m.  
402-435-0933     rzeisset@aol.com

**Prerequisites:** Research in Counseling, COU 675; permission of the Dean

**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. 3 credit hours.

**Required Textbooks/Readings of this course:**

Erford, B. T. (2013). *Assessment for Counselors (2<sup>nd</sup> Ed.)* Belmont, CA: Brooks/Cole  
Cengage Learning. ISBN: 978-0-8400-2861-7

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

**Course Objectives, CACREP Standards, and Assessments:** (course objectives are aligned with CACREP 2009 Standards which are posted at the “Introduction to Counseling” Blackboard site):

The Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G). In addition, competency and accountability are assessed through performance of not only the student, but also of the Doane MAC program by collecting data, assessing that data, along with a thorough evaluation process which provides for an open, ongoing assessment practice.

Each Doane MAC course calls for 36 hours of in-class room instruction along with an estimated minimum of 50 to 60 hours of out-of classroom preparation.

The following matrix addresses key components of this course and assessment artifacts.

Direct assessment artifact abbreviations are as follow: DLA-direct learning artifact, quizzes, exams, PDP-professional development plan, NLGA-non-graded learning assessments, video/audio taping, SD-skill demonstration SAA-signature assignment artifact, SPA-supervised practical application, RW-reflective writing RU-rubric PPE, PIS-professional identity statement, TO-theoretical orientation, MS-mission statement.

Indirect assessments artifact abbreviations are as follow: SA-self-assessment, PPE-professional performance evaluation by instructor, DB-discussion board.

Course Objectives (student learning outcomes)	CACREP Standards Addressed	CACREP Standards Assessed	Direct Assessment Artifacts	Indirect Assessment Artifacts
#1 Understanding purpose & psychometric properties of tests	II.G.7.a, b	II.G.7.b	Paper	Chapter reflections Class discussion Presentations Self-evaluation
#2 Ability to make informed judgments about selection and use of tests	II.G.7.f, g IV.G.2	II.G.7.f, g IV.G.2	Paper	Chapter reflections Class discussion Presentations Self-evaluation
#3 Familiarity with several standard psychological tests	II.G.4.f IV.G.2	II.G.4.f IV.G.2		Taking 5 tests Class discussion Self-evaluation
#4 Understanding reliability & validity of tests & the statistical techniques necessary for their evaluation	II.G.7.c, d, e	II.G.7.c, d, e	Measurement exam	Exercises Class discussion Self-evaluation

### **CACREP Standards**

II.G.7. ASSESSMENT--studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

7.a. historical perspectives concerning the nature and meaning of assessment;

7.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;

7.c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

7.d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

7.e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

7.f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

7.g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

IV.G.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.

II.G. 4.f. [Understanding] assessment instruments and techniques relevant to career planning and decision making.

**Absence Policy:** In registering for classes at Doane, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Lateness in attending class and absences will result in PPE's as well as class grades being adversely impacted, and will predictably result in a lack of promotion to another level. In severe cases of inclement weather or other emergency conditions the Campus Director's office will announce cancellation of classes through the local and regional media as well as through the web site.

**Teaching Strategies:** 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.

**Basis for Student Assessment:** Students will demonstrate the accurate assessment of skills and of knowledge at throughout the course by completing various assessments at a minimum of a "meets expectations level (80 % and above)". In addition, students complete self-assessments as well as an evaluation of the course.

The instructor will utilize various rubrics to assist in assigning final grades, signature assignments, and in determining the course PPE. Signature assignments are major learning activities. The instructor will complete a Professional Performance Evaluation (PPE) of the student in LiveText.

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.* 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 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 20-30 minutes in length, providing brief overviews of the textbook and supplementary material to guide class discussion. The purpose is to 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.

*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. Examples of possible topics will be distributed at the first class session. 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.

*Reflections on text.* Reflections on assigned Erford textbook 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 sixth 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:** Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

**Remediation of Identified Deficits:** The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

**Rubric Descriptions:** Participation in the Professional Learning Community (classroom, etc.) is reflected in rubrics for Teamwork, Professional Performance Evaluation, Oral Communication Skills, and Writing which are found at the “Introduction to Counseling” Blackboard site. Rubrics specific to this course are also found at the “Introduction to Counseling” Blackboard site.

**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.

**Website Resources:** Will be identified by instructor as needed.

**Classroom Conduct, Confidentiality & Ethics:** Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard. Further explanation of these standards is found at the “Introduction to Counseling” Blackboard site.

**Cell Phone Use:** Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor’s permission, and used discretely.

**Accommodating Students with Special Learning Needs:** Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Writing:** Times New Roman 12 point font and APA style for all papers and documents excluding reflective journals or as assigned by the instructor is the required format. Students are encouraged to access the A Quick Guide to APA Style, 10<sup>th</sup> edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the “Introduction to Counseling” Blackboard site. The Master of Arts in Counseling Writing Rubric is also found on the “Introduction to Counseling” Blackboard site allowing the student to self-assess their written work.

**Statement about Diversity:** The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

**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.

**Plagiarism and Collaboration:** The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.

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

## Tentative Class Schedule – Clinical Assessment

All assignments due at class time for that week

<b>Week</b>	<b>Topics &amp; CACREP Standards Addressed [in brackets]</b>	<b>Readings</b>	<b>Direct &amp; Indirect Artifacts</b>
1	Overview of Assessment [II.G.7.a, b] Choosing Student Presentation topics Purpose & process for papers Taking the Strong Interest Inventory [II.g.4.f]	Zeisset ch. 1	
2	Review Descriptive & Inferential Statistics [II.G.7.c] Basic Assessment Concepts & Historical Foundations [II.g.7.a, b] Using Mental Measurement Yearbook [II.G.7.g] Discussion of APA Style	Zeisset ch 2, 3 Erford ch 1, 2	Chapter reflections
3	Legal, Ethical, Diversity Foundations(*3) [II.G.7.f, g] Measurement: Reliability [II.G.7.d] Intro to Psychological Type [IV.G.2] Taking the MBTI instrument [IV.G.2]	Erford ch. 3 Zeisset ch. 4	Chapter reflections Paper topic chosen & title page
4	How Tests are Constructed(*4) [II.G.7.b] Selecting, Administering, Scoring, Interpreting(*5) [II.G.7.b; IV.G.2] Measurement: Validity, Usability [II.G.7.e] Taking SASSI and AUDIT [IV.G.2]	Erford ch. 4, 5 Zeisset ch 5, 6	Chapter reflections Paper introduction
5	Clinical Assessment and Diagnosis (*8) [IV.G.2] Applying Statistics & Measurement Knowledge [G.7.c, d, e] Taking Beck Depression Inventory [IV.G.2]	Erford ch. 8	Chapter reflections Paper: draft on one test
6	Statistics & Measurement Exam [G.7.c, d, e] Career Assessment [II.G.4.f] MBTI results and type dynamics [IV.G.2] More on APA Style		Exam Paper: draft 2nd test, references
7	Personality Assessment(*9) [IV.G.2] Behavioral Assessment(*10) [IV.G.2] Couples & Families Assessment(*15) [IV.G.2]	Erford ch. 9, 10, 15	Chapter reflections Paper: draft 3rd test, final Introduction
8	Assessment of Intelligence(*11) [IV.G.2] Neuropsychological Evaluation* [IV.G.2] Aptitudes, Achievement Assessment(*12,13) [IV.G.2] Doing assessments and referral to others [II.G.7.g]	Erford ch. 11, 12, 13	Chapter reflections Paper: Discussion
9	Brief presentation of each paper to class [II.G.7.g] Course evaluation and wrap-up		Oral presentations Hard copy of paper Self-evaluation

\* Indicates Erford chapter # for a potential Student Presentation