COU 612

Doane College
Masters in Arts in Counseling
Clinical Assessment

Spring Term 2015

Instructor: Michelle Smith, MA, MA, LIMHP  Class Times: Tuesday 6:30-10:30 pm

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

Catalog 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.

In addition, the course’s content and requirements follow the guidelines governing the counseling profession, provided by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the ethical code of the American Counseling Association (ACA).

Course Objectives (student learning outcomes), Standards, and Assessments:

The following matrix addresses key components of this course and assessment artifacts. Upon completion of this course, students will be able to demonstrate through classroom participation, written work, and classroom presentations, the acquisition of professional knowledge and skills involving the following:
Student Responsibilities:

As a student taking this course, your responsibilities are to:

1) Attend class regularly and actively participate in all classroom activities (discussions, Blackboard discussions, presentations, teamwork, role playing, exercises, etc).

2) Complete all required assignments and submit according to the schedule or at the instructor’s request.

Methods of Instruction:

Methods of instruction may include, but are not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instruction. Methods will vary depending on the instructor.

**Basis for Student Evaluation:** The student will be accountable for knowledge and skill development through the use of multiple assessments based on various rubrics. Specific student learning outcomes and CACREP standards will be assessed through direct and indirect assessments that will be administered throughout the course utilizing LiveText technology.

1. **PARTICIPATION/ATTENDANCE:**
   A high premium is placed by the instructor on class participation. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

   - Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand and,
   - Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
   - Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.

   There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office. Participation and attendance is 5% of the final grade.

2. **REFLECTIONS ON TEXT:** Reflections on assigned Whiston textbook chapters should be 1/3 to ½ 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 20% of the final grade.

3. **STATISTICS AND MEASUREMENT EXAM:** An exam covering statistics and measurement concepts occurs during the sixth class session. It constitutes 20% of the final grade.

4. **ORAL PRESENTATION:** 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 20% of the final grade.
5. **PAPER: 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.

6. **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 5% of the final grade.

**Assessments:**

Students will demonstrate the accurate assessment of skills and of knowledge at the end of 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 assessments of the course. (CACREP Section III, G. The instructor will also complete a PPE evaluation of the student in LiveText. The instructor will utilize various rubrics to assist in assigning a final grade and in determining the course PPE.

<table>
<thead>
<tr>
<th>Participation/attendance</th>
<th>5%</th>
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</thead>
<tbody>
<tr>
<td>Reflections on text</td>
<td>20%</td>
</tr>
<tr>
<td>Statistics and measurement exam</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>20%</td>
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<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>5%</td>
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</tbody>
</table>

Total possible: 100%

**Grading:** Final letter grades will be assigned 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.

**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 the rubrics for Teamwork, Professional Performance Evaluation, Oral Communication Skills, and Writing which are found at the ‘Introduction to Counseling’ Blackboard site. In addition, competency as measured by course-specific rubrics will be assessed in each course and will be
reflected in the PPE (Professional Performance Evaluation) as well as in final course grades. Course specific rubrics specific to this course include:***************

**LiveText/Blackboard Usage:**
The LiveText Portfolio, LiveText and Blackboard will be utilized to collect artifacts that can represent the student’s body of work. Examples include:

1) **Direct Signature Artifacts or Major Course Requirement Assessment I:**
   Rubrics are in the Appendix

2) **Direct Signature Artifacts or Major Course Requirements II**
   Rubrics are in the Appendix

3) **In-Direct Signature Artifacts or Major Course Requirements Assessment III**
   Rubrics are in the Appendix

4) **Additional Artifacts at instructor discretion insert here**

5) **Professional Identity and Theoretical Orientation Portfolio**

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:**

**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 integrating the Teamwork, Oral Communication Skills, and Writing rubrics as well:
4 = Exceptional: At level of practicing professional counselor
3 = High: Higher than expected level
2 = Good: Meets expectations for level
1 = Low: Far Below expected level. 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

**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.

**Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the Doane Student Handbook.

**Professional Conduct & Dress:** Students are expected to adhere to the American Counseling Association (ACA) code of ethics. Any behavior(s) deemed unethical may become grounds for review by the Director’s office or possible dismissal from the program. Students are expected to dress in a casual, but professional manner for the classroom as well as field experience setting.

**Sensitive Material:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered.

**Ethical Standards:** All of the graduate courses offered by the Doane Masters of Arts in Counseling adhere to the current standards of the American Counseling Association (ACA). The current ACA Code of Ethics is available for downloading at: [http://www.counseling.org/](http://www.counseling.org/).

**Confidentiality & Collaborative Learning:**

In the Masters of Arts in Counseling program, you will be experiencing a process of collaborative learning that involves a substantial amount of role-playing and practice interviewing. Others in the class will no doubt share things that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would do with clients. Written assignments should also disguise the identity of any individual whom you may have interviewed or counseled. In sum, you are expected to abide by the American Counseling Association (ACA) code of ethics.

**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.

**Professional Communication Skills:**

Professional communication skills (written and oral communication skills) are vital to the success of the student in the Master of Arts in Counseling program as well as in their professional career.

**Writing:** Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers and documents.
Literacy: The knowledge and skills needed to perform tasks, that is, to search; comprehend professional literature, and express information in writing in a concise, professional manner is critical. To assist the student learner, access to the A Quick Guide to APA Style, 10th edition (March 2014), complied 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 also found on the ‘Introduction to Counseling’ Blackboard site allowing the student to self-assess their written work.

Oral Communication Skills: Pragmatic oral communication skills are essential to becoming a professional in the counseling field. Presentations, team leadership, and counseling skills require the counseling professional to have a high proficiency in this interpersonal skill area. Instructors will provide feedback based upon rubrics and observations.

The Master of Arts in Counseling Presentations & Multi-media Rubric is found on the ‘Introduction to Counseling’ Blackboard site allowing the student to self-assess their oral communication and listening skills.

Feedback from classroom course work and training on an ongoing basis will provide the student insight that as to the professional communication skill levels that the student is observed as demonstrating. Remediation and development of these skills, if needed, by the student is critical in their professional growth. This feedback may indicate that the student will need to seek out services that can provide assistance in developing literacy and oral communication skills. The Dean’s office or any instructor may be of assistance in providing suggestions.

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.

The Master of Arts in Counseling program expects that all faculty and students will engage in respectful explorations of issues regarding diversity and multiculturalism as the program continuously develops and maintains a commitment to social justice. In addition, faculty and students are all expected to explore their own attitudes, knowledge and behaviors with regard to various forms of discrimination so that the quality of research, teaching and practice improves.

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. More formal grievance procedures are outlined in the Doane MAC Student Handbook.

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.
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. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments.

These kinds of discussions and debates in some ways represent the essence of life in an academic community. And yet, it is important for all scholars to acknowledge clearly when they have relied upon or incorporated the work of others. To ensure the proper use of sources while at the same time recognizing and preserving the importance of the academic dialogue, Master of Arts in Counseling program has adopted the following policy:

It is expected that all homework assignments, projects, papers, examinations, etc. and any other work submitted for academic credit will be the student’s own. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term “sources” includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student’s reading and research or from a student’s own writings, the sources must be indicated.

Students must also comply with the policy on collaboration established for each course, as set forth in the course syllabus or on the course website. Unless otherwise stated on the syllabus or website, when collaboration is permitted within course students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. Collaboration in the completion of examinations is always prohibited.

A student who allows another student use of their work in the completion of coursework will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program.

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.

Submission of the Same Work to More Than One Course:

It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done solely for that course or for that purpose. A student who submits the same or similar work to more than one course or for more than one academic purpose within the Master of Arts in Counseling program without such prior permission is subject to disciplinary action, up to and including requirement to withdraw from the Master of Arts in Counseling program. PPE’s will reflect any issues relating to plagiarism and collaboration.

Changes in Syllabus:

Circumstances may occur based on such concerns as unforeseen dynamics, illness, or departmental calendar of activities, or other circumstances that may occur. Changes will be made publically at the earliest possible time.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Dates/Week #</th>
<th>Class Topics &amp; CACREP standards addressed</th>
<th>Readings</th>
<th>Direct &amp; Indirect Assignments: Signature Assignments, Tests, Quizzes, etc. due date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus review. Assessment in counseling. Basic assessment principles. CACREP:</td>
<td>Chapters 1 &amp; 2</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Reliability and validity. CACREP:</td>
<td>Chapters 3 &amp; 4</td>
<td>Journal 1 due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Selecting, administering, scoring, and communicating assessment results, and initial assessment in counseling. CACREP:</td>
<td>Chapter 5 &amp; 6</td>
<td>Journal 2 due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Intelligence testing. CACREP:</td>
<td>Chapter 7</td>
<td>Journal 3 due Presentation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Achievement and aptitude testing. Assessment in career counseling. CACREP:</td>
<td>Chapters 8 &amp; 9</td>
<td>Journal 4 duePresentation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Personality testing. CACREP:</td>
<td>Chapters 10</td>
<td>Journal 5 due Exam Presentation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Assessment in marriage and family counseling. Assessment and diagnosis. CACREP:</td>
<td>Chapters 11 &amp; 12</td>
<td>Journal 6 due Presentation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Using assessment in counseling. Legal and ethical issues. CACREP:</td>
<td>Chapter 13 &amp; 14</td>
<td>Journal 7 due Presentation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Diverse populations. Technological applications. CACREP:</td>
<td>Chapters 15 &amp; 16</td>
<td>Journal 8 due Presentation</td>
</tr>
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*instructor discretion