

ASHLAND THEOLOGICAL SEMINARY
CLC 6692 ASSESSMENT
Fall Semester, 2020 (Ashland Campus)
Thursday 11:00am – 12:15pm

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I. COURSE DESCRIPTION

Systematic, comprehensive, and accurate assessment of a client's resources and risks provides a vital foundation for successful counseling outcomes. This course explores numerous instruments used in the assessment process and the importance of their results.

II. STUDENT LEARNING OBJECTIVES (with DLOs): At the end of this course, students will be able to:

1. Outline historical perspectives, basic concepts, and techniques of standardized testing and other assessment instruments (KO1, KO7);
2. Define select statistical concepts and the importance of reliability and validity in assessment (KO7, KO8);
3. Critique multicultural factors related to assessment and evaluation, especially spirituality and religious orientation (KO2, KO7, KO9, PSO4);
4. Employ sound ethical and clinical strategies for evaluating, selecting, administering, and interpreting assessment instruments in counseling and documenting findings (KO7, KO9, PSO1, PSO5, PSO6); and
5. Demonstrate basic skills using common assessment instruments such as a clinical interview, mental status examination; and screening instruments (PSO4, PSO5, PSO6, PAO4).

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

III. KNOWLEDGE BASE

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure. This course meets the Ohio Administrative Code (OAC) requirement for Appraisal of the individual — 4757-13-01(A)(4)(i).

B. CACREP CMHC standards met in this course include:

- **G.1** – Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
- **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.
- **H.1** – Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- **H.3** – Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
- **K.4** – Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, didactic and experiential learning activities, such as lecture (i.e., PowerPoint) and discussion, small group activities, multimedia, and in-class and out-of-class assignments to develop students' knowledge, understanding, and application of assessment material and foster critical thinking skills.

V. REQUIRED TEXTS

Gersten, A. (2013). *Integrative Assessment: A Guide for Counselors*, Upper Saddle River, NJ: Pearson.

ISBN: 13: 978-0-13503485-9 (softbound)

Digital version available

ADDITIONAL REQUIRED READING

Additional articles or book chapters (beyond the required textbook) will be assigned; these resources will be available, via electronic access, on the professor's website or via links on Blackboard Learn. A complete list of these readings is available below in the section labeled Additional Required Online Readings.

VI. COURSE SCHEDULE (SUBJECT TO CHANGE)

Week	Date	Topic	Readings & Material(s) Due
1	9-3	Introduction to Assessment	Gersten, Ch 1
2	9-10	Interviewing adults and youth: Principles, Methods and Skills	Gersten, Ch 3; Personal Information Questionnaire (PIQ-Adult) Syllabus quiz
3	9-17	Exploring Presenting Problems, Readiness for Change, Risks/Resources	Gersten, Ch 4; R1 Exam 1 (posted)
4	9-24	Observations, Inferences, and Behavioral Assessment	Gersten, Ch 5; O5; CO checklist; St. Louis University Mental Status Examination (SLUMS)
5	10-1	Comprehensive Risk Assessments: Suicide and Dangerousness to Others	Gersten, Ch 11; R10 - R15; SBQ-R; HCR-20 (one page version)
6	10-8	Assessing Substance Use Disorders; Functional assessment	Gersten, Ch 12; CAGE
7	10-15	Assessing Psychopathology: Mood and Anxiety Disorders	Gersten, Ch 9; DSM-5 Level 1 Cross-Cutting Symptom Measure - Adult Exam 2 (posted)
8	10-22	Assessing S/R orientation: Assessing the Therapeutic Alliance	Gersten, Ch 14; R6 - R9; Level 1 S/R Screening Instrument
9	10-29	Ethical and Legal Considerations: Preparing for Assessment	Gersten, Ch 2; R2 - R4
10	11-5	Personality and Interest Measures; Tests and Measurement Concepts	Gersten, Ch 8 Vignette #1 Exam 3 (posted)
11	11-12	Documentation	R16 - R19
12	11-19	Putting it All Together; Case conceptualization	Gersten, Ch 15
	11-26	THANKSGIVING BREAK: No Class	
13	12-3	Measurement concepts; Reliability and Validity	Gersten, Chs 6 & 7 Vignette #2
14	12-10	Assessing children and adolescents	Gersten, Ch 10 Comprehensive Content Examination (posted)
15	12-17	Wrapping up	

VII. GRADING ELEMENTS

Attendance

This course is scheduled to meet Thursdays, 11:00am – 12:15pm, from September 3rd through December 17th (***Please note there will be no class on November 26th***). Class attendance and participation are expected; classroom dialogue, group activities, and student-initiated questions are vital parts of the learning process. Missed classes *can be expected* to disrupt the learning process and are very likely to interfere with performing adequately on class requirements (ultimately impacting the student's grade). Ashland Theological Seminary's Student Handbook policy on attendance will be observed. Please note this policy's stance on missed classes: "Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor." ***This policy also includes tardiness.***

Professionalism and positive engagement

Throughout your time at ATS thus far, you have been developing as a counselor in a number of important ways. This class provides you with further opportunities for growth. Attendance and participation in class sessions is expected, however, being "present" (and professional) is much more than simply showing up. Since it is my belief that there are parallels between how one approaches academic training and one's professional conduct in field, the following are expected of all students (failure to meet these guidelines will negatively impact your final grade).

- **promptness** (in arriving to class and meeting class requirements when due),
- **preparedness** (e.g., reading all assigned texts; **Note:** you may be asked to verify this in class),
- **presence** (e.g., your in-class verbal and non-verbal communication, such as eye contact),
- **positive engagement** (remaining attentive and involved during class), and
- **professionalism** (e.g., manner, conduct, submitted work, and CCEC areas).

It is your responsibility to acquire missed lecture materials and/or handouts from other students. You are encouraged to monitor your class-related professionalism and to seek feedback from others (e.g., me, other students) as you deem prudent.

Use of laptops and other electronic devices: Regarding the use of laptops in the classroom, the following policy has been adopted by the Counseling Department at ATS;

It is up to the discretion of the professor whether laptops may be used in any particular course. In those courses where permission is granted, please remember to limit computer usage to course related purposes while in class sessions by refraining from using laptops (and other electronic devices) for other than course related reasons, including internet search, e-mails, etc. Please demonstrate respect by giving your full attention to the instructor or student presenting.

You are permitted to use your electronic devices in this class, so long as you abide by the above policy. Should I or any other student become distracted by your use of these devices in class, permission may be revoked and your “Professionalism and Positive Participation” grade may be adversely impacted. *One of the ways I will use to assess whether or not your use of technology in class is intrusive is your non-verbal feedback to me regarding your level of in-class engagement (or disengagement; e.g., eye contact, displaying attending skill).*

If you have any questions or concerns about this, please see me before this becomes a problem.

Assignments/Assessment of Student Learning

1. **Syllabus quiz** - The syllabus is an extremely important document for your success in this course (this is true of any class and any syllabus). Therefore, close reading, clear understanding, and periodic review of this document is essential. To help you succeed in this class, there will be a short “syllabus quiz” after the first class period. Be sure to closely and carefully read and actively process the course syllabus so that you will do well on this quiz. This “exam” will consist of 10 objective items (e.g., T/F, multiple choice, etc.) and be worth a total of 5 points (Approximately 2% of total course grade).
2. **Exams** - A total of four exams will be administered throughout the semester; as indicated on the schedule these are planned for weeks 3, 7, 11, and 14. Each of the first three exams will be non-cumulative and will cover a specified content domain derived from assigned readings (textbook and additional), lecture content, handouts, video presentations, and any other class related materials. The final (i.e., fourth exam) will be cumulative/comprehensive, and will cover all assigned readings, lecture content, handouts, videos, and class related materials from the entire course/semester. The first three exams will be worth approximately 30 points each, while the cumulative, fourth exam, will be worth a total of 70 points. Each exam may consist of T/F, multiple choice, definition, matching, and/or short answer items; some may also contain brief case vignettes. (Approximately 71% of total course grade).
3. **Case Vignettes** - There will be two case vignettes assigned throughout the semester; these exercises will offer an opportunity to apply assessment skills through the generation, interpretation, and/or synthesis of assessment information for use in the treatment planning and treatment decision-making process. Specific guidelines will be provided in class. (Approximately 27% of total grade)

VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

The following points and distribution will be used in the calculation of the student's final grade:

Grading Element	Associated Student Learning Outcomes	Associated CACREP CMHC Standards	Point value	Percentage of Final Grade
Examinations	1, 2, 3, 4, 5	G.1., G.2., H.1., H.3., K.4.	160	~ 71%
Vignettes	1, 2, 3, 4, 5	G.1., G.2., H.1., H.3., K.4.	60	~ 27%
Syllabus Quiz			5	~ 2%
Total			225	

SPECIAL NOTES ON GRADING

1. Incompletes and Extensions will be granted for emergencies only.
2. Students are responsible for reading and meeting the requirements of this syllabus. See the professor if in doubt.
3. All materials generated by the student are expected to demonstrate professionalism. Materials of poor quality are unacceptable and may be returned to students for resubmission and/or result in a lowering of the student's grade.
4. Any *assignments* submitted late will be subject to a grade reduction; no exams, however, will be accepted late. For materials turned in within one week of the due date a 15% reduction will be taken; assignments turned in beyond one week of the due date will not be accepted. Please note that allowances will be made for students experiencing unforeseen hardships (e.g., sickness, family death, etc.). No late assignments will be accepted after the final class has convened.

IX. SEMINARY GRADING SCALE

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Successful counseling is predicated upon a foundation of accurate assessment... without properly comprehending a client's present status (and possible diagnosis) the treatment endeavor will be fundamentally misguided, inadequate, and potentially harmful. Assessment involves the skillful/purposeful gathering and integration of client information in the service of rendering competent and compassionate client care. Students, therefore, are encouraged to continue building upon the foundation of knowledge and skills from this course by continuing to develop their knowledge of and competence in applying a variety of assessments, techniques, and specific tools relevant to clinical care.

XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

XII. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

XIII. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

ADDITIONAL REQUIRED ONLINE READINGS
(Available through BlackBoard Learn & the professor's website)

Assessment instruments and their use

R1. "Screening for Medical and Neurodevelopmental Disorders for the Professional Counselor." Jerrold Pollak, Sheldon Levy, & Timothy Breitholtz, *Journal of Counseling & Development*, 77, 1999, 350-358.

Law, ethics, and other professional standards

R2. Ohio Administrative Code section 4757-5-06 (most current version). "Standards of ethical practice and professional conduct: assessment and testing instruments."

R3. 2014 ACA Code of Ethics. "Section E: Evaluation, Assessment, and Interpretation." American Counseling Association

R4. "Standards for Assessment in Mental Health Counseling." Assessment in Counseling and Education (ACE) and the American Mental Health Counseling Association (AMHCA) at <http://aarc-counseling.org/assets/cms/uploads/files/ACE-AMHCA.pdf>

Mental Status

R5. Polanski, P. J. & Hinkle, S. J. (2000). The mental status examination: It's use by professional counselors. *Journal of Counseling and Development*, 78, pp. 357-364.

Spirituality and religious orientation in assessment

R6. "Competencies for Addressing Spiritual and Religious Issues in Counseling (2009)." Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVic). Available at <http://www.aservic.org/resources/spiritual-competencies/>

R7. "Assessment of Spirituality in Counseling." Rebecca Stanard, Daya Sadnhu, & Linda Painter, *Journal of Counseling and Development*, 78, 2000, 204-210.

R8. "Multidimensional Measurement of Religiousness/Spirituality for Use in Health Research: A Report of the Fetzer Institute/National Institute on Aging Working Group, October 1999." (Reprinted October 2003), at http://www.acperesearch.net/Fetzer_Book.pdf (**Note:** Read **only** the "Preface" (p. ii), "Introduction" (pp. 1-7), and the Brief Multidimensional Measure of Religiousness/Spirituality: 1999" (pp. 85-88)

R9. Hathaway, W. L., Scott, S. Y., & Garver, S. A. (2004). Assessing religious/spiritual functioning: A neglected domain in clinical practice? *Professional Psychology: Research and Practice*, 35, pp. 97-104.

Risk assessment

R10. "Assessing Violence Risk: A Review and Clinical Recommendations." Ulrika Haggård-Grann, *Journal of Counseling & Development*, 85, 2007, 294-301.

R11. "The Process of Suicide Risk Assessment: Twelve Core Principles." Darcy Haag Granello, *Journal of Counseling & Development*, 88(3), 2010, 363-371.

R12. "Suicide Risk Assessment Doesn't Work." Declan Murray & Patrick Devitt, *Scientific American*, March 28, 2017 at <https://www.scientificamerican.com/article/suicide-risk-assessment-doesnt-work/?print=true>

R13. "Suicide Risk Assessment: What Psychologists Should Know." John Sommers-Flanagan & Sidney L. Shaw, *Professional Psychology: Research and Practice*, 2017, 48(2), 98–106.

R14. "Suicide, Suicide Attempts, and Suicidal Ideation." E. David Klonsky, Alexis M. May, & Boaz Y. Saffer, *Annual Review of Clinical Psychology*, 2016, 12:307–330.

R15. "The Three-Step Theory (3ST): A New Theory of Suicide Rooted in the 'Ideation-to-Action' Framework." E. David Klonsky & Alexis M. May, *International Journal of Cognitive Therapy*, 2015, 8(2), 114–129.

Documentation

R16. Ohio Administrative Code section 4757-5-09 *Standards of ethical practice and professional conduct: record keeping*.

R17. *2014 ACA Code of Ethics*, section B.6., "Records and Documentation"

R18. "Client record guidelines." Piazza, N. & Baruth, N. (1990). *Journal of Counseling & Development*, 68, 313-316.

R19. Prieto, L. R. & Scheel, K. R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling and Development*, 80, pp. 11-21.