Adler Graduate School

Richfield, MN

AGS Course 533

Clinical Assessment

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 533
1.3 Clinical Assessment
1.4 Three (3) credits
1.5 Prerequisite: AGS Courses 511 or 711 or 712, and 504

2. Course Description

THIS COURSE PROVIDES AN OVERVIEW OF HISTORICAL PERSPECTIVES CONCERNING THE NATURE AND MEANING OF ASSESSMENT. THE COURSE REVIEWS THE PURPOSES, TYPES, AND PROCESSES OF CLINICAL ASSESSMENT. STANDARDIZED AND NON-STANDARDIZED ASSESSMENT TECHNIQUES AND UNDERLYING STATISTICAL CONCEPTS ARE EXAMINED. ISSUES OF VALIDITY AND RELIABILITY IN ASSESSMENT INSTRUMENTS ARE REVIEWED. SPECIAL ISSUES IN ASSESSMENT, INCLUDING BIASES, ASSESSMENT OF SPECIAL POPULATIONS, AND SOCIAL AND CULTURAL FACTORS ARE PRESENTED. ETHICAL STRATEGIES FOR SELECTING, ADMINISTERING, AND INTERPRETING ASSESSMENT INSTRUMENTS AND RESEARCH IN CLINICAL ASSESSMENT ARE DISCUSSED. COURSE ACTIVITIES WILL FOCUS ON ASSESSMENT CONSIDERATIONS WITH SEVERAL CLINICAL CONDITIONS, ASSESSMENT OF MENTAL STATUS, RISK ASSESSMENT, AND AN ADLERIAN APPROACH TO CLINICAL ASSESSMENT.

3. Texts, Materials and Resources (required and optional)

3.1 Required materials:


3.2 Suggested materials: In-class handouts
4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to:

4.1 Understand historical perspectives concerning the nature and meaning of assessment and testing in counseling

4.2 Understand methods of effectively preparing for and conducting initial assessment meetings

4.3 Use of assessments for diagnostic and intervention planning purposes

4.4 Students will have a basic concept of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessment

4.5 Students will be introduced to statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations

4.6 Students will be introduced to reliability and validity in the use of assessments

4.7 Students will be introduced to use of assessments relevant to academic/educational, career, personal and social development

4.8 Students will be introduced to use of environmental and systemic observation based assessment

4.9 Students will be introduced to use of symptom checklists and personality and psychological testing

4.10 Use of diagnostic results to diagnose developmental, behavioral and mental health concerns

4.11 Students will gain awareness of relevant strategies on ethical and cultural awareness when selecting, administering and interpreting assessment and test results

5. **Course Outline**

5.1 **Unit 1**  
**Course Introduction and History of Assessment**  
Monday 8/15/16  
1) Introduction to course  
2) Review of Syllabus and Assignment requirements  
3) Lecture. Discussion, and class activity covering chapters 1 and 2  
**HOMEWORK DUE BEFORE CLASS: READ CHAPTERS 1 and 2 in Watson and Flamez**

5.2 **Unit 2**  
**Statistics and Measures in Assessment**  
Saturday, 8/20/16  
1) Understanding statistical measures in assessment  
2) Lecture. Discussion, and class activity covering chapters 3 and 4
3) Scoring and reporting basics

HOMEWORK DUE BEFORE CLASS: READ CHAPTERS 3 and 4 in Watson and Flamez

5.3 Unit 3 Diagnostic Assessment Basics Saturday, 8/20/16
1) Components of a DA
2) Lecture. Discussion, and class activity covering chapters 5 and 6
3) Clinical writing review
4) Conducting Assessments and handling the assessment interview
5) Closing an Assessment Interview if difficult subjects come up
6) Assign DA; due 8/29/16

HOMEWORK DUE BEFORE CLASS: READ CHAPTERS 5 and 6 in Watson and Flamez

5.4 Unit 4 Diagnostic Assessments, Continued Monday, 8/22/16
1) Overview of Intelligence Testing
2) Lecture. Discussion, and class activity covering chapter 7
3) Finish DA exercise, due 8/29/16

HOMEWORK DUE BEFORE CLASS: READ CHAPTER 7 in Watson and Flamez

5.5 Unit 5 Diagnostic Assessments in Aptitude, and Personality Monday, 8/29/16
1) Understanding Personality Assessment
2) Lecture. Discussion, and class activity covering chapters 8, 9, and 10
3) Turn-in DA Assignment ** graded in class assignment, 30 points

HOMEWORK DUE BEFORE CLASS: READ CHAPTERS 8, 9, and 10 in Watson and Flamez, Complete Diagnostic Assessment Assignment.

5.6 Unit 6 Behavioral Assessment, Trauma and Awareness Saturday, 9/10/16
1) PTSD diagnostic criteria and symptomology
2) Understanding trauma’s impact on development
3) Lecture. Discussion, and class activity covering chapter 11

HOMEWORK DUE BEFORE CLASS: READ CHAPTER 11 in Watson and Flamez

5.7 Unit 7 Clinic Diagnostic Practice, Assessment per Diagnosis, Saturday, 9/10/16
1) Diagnostic Tool exercise: due 9/19/16
2) Assessment in Clinical Settings
3) Lecture, Discussion, and class activity covering chapters 12 and 13

HOMEWORK DUE BEFORE CLASS: READ CHAPTERS 12 and 13 in Watson and Flamez
5.8 Unit 8  Legal, Ethical and Cultural Diversity  Monday, 9/12/16
1) Lecture, Discussion, and class activity covering chapter 15
2) Address current issues in Legal and Ethical context
3) Work on DTE ** graded in class assignment, due 9/19/16 20 points

HOMEWORK DUE BEFORE CLASS: READ CHAPTER 15 in Watson and Flamez

5.9 Unit 9  SOAP notes, Adlerian testing, course wrap up  Monday, 9/19/16
1) Consultation concepts
2) Self-care in Clinical assessment setting
3) Additional Adlerian Assessment Tools
4) Lecture, Discussion, and class activity covering chapter 16
5) Turn in Diagnostic Tool Exercise, graded in-class assignment, 20 points
6) Assign SPT ** graded out of class assignment, 30 points, due Monday, 10/10/16
3) Course Evaluations

HOMEWORK DUE BEFORE CLASS: READ CHAPTER 16 in Watson and Flamez, Complete Diagnostic Tool Exercise

6. Special Project Time (SPT)

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 45 hours to complete. SPT generally focuses on an experiential exercise paired with a short integrative writing component.

6.2 Write three, 3 to 5 page papers in APA format from the following topics:

1. Review literature in one peer reviewed article on one risk assessment tool and how it is used in assessment

2. Review literature in at least one peer reviewed article of the mental status exam and discuss how that effects the assessment of a client

3. Review a peer reviewed article on an assessment tool used with children and explain how you would use it in an assessment

4. Review a peer reviewed article on an assessment tool used with adults and explain how you would use it in an assessment

5. Discuss how culture affects assessment, site 3 peer-reviewed articles


7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Assessment</td>
<td>In Class 8/29/16</td>
<td>30</td>
<td>4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10, 4.11</td>
</tr>
<tr>
<td>Diagnostic tool research and presentation</td>
<td>In Class 9/19/16</td>
<td>20</td>
<td>4.1, 4.3, 4.4, 4.5, 4.6, 4.10, 4.11</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>ongoing</td>
<td>20</td>
<td>ALL 4.1-4.11</td>
</tr>
<tr>
<td>SPT</td>
<td>Out of Class 10/10/16</td>
<td>30</td>
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8.2 Grading: [Based on total points for the class]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 %</td>
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<tr>
<td>B</td>
<td>83-86 %</td>
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<tr>
<td>B-</td>
<td>80-82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 %</td>
</tr>
<tr>
<td>C</td>
<td>70-76 %</td>
</tr>
<tr>
<td>R</td>
<td>Retake- Needs more time or instruction to master the requirements of the class</td>
</tr>
<tr>
<td>NC</td>
<td>Quality of work or participation falls below minimum expectations, including:</td>
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</tbody>
</table>

- Not attending class.
- Not properly notifying registrar of a withdrawal
- Missing class periods in excess of the number allowed by AGS’s
course attendance policy (see section 9 below)

- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

Students cannot miss 3 sections of the course and still pass. Students who miss 3 or more sections of the course will receive a grade of “R” for the course.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

10.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling
of confidential information/material. Full descriptions of these policies are available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning
disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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