

University of  
Lethbridge



Faculty of Education

## Counsellor Education Program: Master of Counselling

### **CAAP 6613: Assessment Processes and Applications**

### **COURSE OUTLINE**

Summer Session, 2015

*Blended Delivery*

*Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.*

**Instructor:** Elaine Greidanus, Ph.D,  
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Dr. Greidanus is best contacted by email. Virtual meetings are scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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**This course is administered through Moodle.** <https://moodle.uleth.ca>

**Credit Hours:** 3.0    **Contact Hours:** 3-0-0  
**Prerequisites:** CAAP 6601, 6605  
**Equivalents:** EDUC 5707

### **Calendar Description:**

Addresses the measurement of characteristics of individuals across the life span and diverse groups in a variety of contexts. Assessment models, psychometric theory and concepts, ethics of testing, and utilization of various classification systems for diagnosing client functioning are addressed. Standardized and non-standardized assessment techniques are examined to measure client change and individual characteristics.

### **Course Overview:**

The aim of this course is to prepare students to make ethical and competent decisions about assessment in counselling. This course will cover the types of assessment that can help clients, how to identify your own competence in administering and interpreting assessments, collaborative practice considerations, the role of diversity and the limitations of assessment, and the ethical and legal implications of assessment. Topics covered each week are summarized in the Class Schedule section of this course outline.

The teaching time will be split between online activities that develop the theoretical background for assessment, and in-person lecture/lab activities that provide opportunity for integrating theory and developing skills in selecting, administering, and reporting assessment results.

## **Required Resources/Readings**

Watson, J., & Flamez, B. (2015). *Counseling Assessment and Evaluation: Fundamentals of Applied Practice*. Los Angeles: Sage.

American Psychological Association. (2010). *Publications manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.  
(please note that the DSM-5 is available as an electronic reference through the U of L library system)

**Additional resources/readings will be posted on Moodle.**

## **Grading Guidelines**

| <b>Numeric Value</b>                                                                                   | <b>Letter Grade</b> | <b>Grade Point</b> |
|--------------------------------------------------------------------------------------------------------|---------------------|--------------------|
| 97 – 100                                                                                               | A+                  | 4.00               |
| 93 – 96                                                                                                | A                   | 4.00               |
| 90 – 92                                                                                                | A-                  | 3.70               |
| 87 – 89                                                                                                | B+                  | 3.30               |
| 83 – 86                                                                                                | B                   | 3.00               |
| 80 – 82                                                                                                | B-                  | 2.70               |
| <b>NOTE: Any course with a grade of less than B- cannot be considered for credit in M.Ed. program.</b> |                     |                    |
| 77 – 79                                                                                                | C+                  | 2.30               |
| 73 – 76                                                                                                | C                   | 2.00               |
| 70 – 72                                                                                                | C-                  | 1.70               |
| 67 – 69                                                                                                | D+                  | 1.30               |
| 63 – 66                                                                                                | D                   | 1.00               |
| <63                                                                                                    | F                   | 0.00               |

### **Class Schedule (Tentative)**

| Online delivery                 |        | Topics                                                                                                                                                                                                          | Assessment of Learning                                                                                                            |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| May 13 - 16                     | Week 1 | <ul style="list-style-type: none"> <li>• Introduction to Assessment</li> <li>• Basic Statistical Concepts</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Discussion Forum</li> </ul>                                            |
| May 27 - 30                     | Week 2 | <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Discussion Forum</li> </ul>                                            |
| June 3 - 6                      | Week 3 | <ul style="list-style-type: none"> <li>• Selecting, Administering, and Reporting Assessment Results</li> <li>• Integrating Assessment in Counselling Practice</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul>                                                              |
| June 10 - 13                    | Week 4 | <ul style="list-style-type: none"> <li>• Cognitive Assessment</li> <li>• Cultural Considerations and Limitations</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Instrument Evaluation Paper Due</li> <li>• Discussion Forum</li> </ul> |
| June 24 - 27                    | Week 5 | <ul style="list-style-type: none"> <li>• Legal and Ethical Issues in Assessment</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• Assessment Report Critique Due</li> <li>• Discussion Forum</li> </ul>                    |
| Summer Institute (face-to-face) |        | Topics                                                                                                                                                                                                          | Assessment of Learning                                                                                                            |
| July 27                         | Day 1  | <ul style="list-style-type: none"> <li>• Integrating Online Learning</li> <li>• Risk Assessment</li> <li>• <i>Administering Assessment (Lab)</i></li> </ul>                                                     |                                                                                                                                   |
| July 28                         | Day 2  | <ul style="list-style-type: none"> <li>• Achievement and Aptitude Assessment</li> <li>• Children and Assessment</li> <li>• <i>Cognitive Assessment (Lab)</i></li> <li>• <i>Mock Assessment (Lab)</i></li> </ul> |                                                                                                                                   |
| July 29                         | Day 3  | <ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Projective Assessment</li> <li>• <i>Small Group Presentations of the Instruments from your "Instrument Evaluation Paper" (Lab)</i></li> </ul>     |                                                                                                                                   |
| July 30                         | Day 4  | <ul style="list-style-type: none"> <li>• Behavioural Assessment</li> <li>• Instrument Scoring and Interpretation</li> <li>• <i>Administering Assessment (Lab)</i></li> </ul>                                    |                                                                                                                                   |
| July 31                         | Day 5  | <ul style="list-style-type: none"> <li>• Report Writing and Debriefing</li> <li>• <i>Debriefing (Lab)</i></li> <li>• <i>Self Competency Assessment (Lab)</i></li> </ul>                                         | <ul style="list-style-type: none"> <li>• Mock Assessment Report Due</li> <li>• Self Competence Assessment Due</li> </ul>          |

***Mandatory attendance for all classes is required.***

*In exceptional circumstances where you will be absent, notify the instructor in advance.*

**\*\*Note:** Due to your **limited time on campus**, you will need to be prepared to **spend your evenings** practicing your assessments, scoring assessment instruments, and preparing for the Mock Assessment. Therefore, please complete all required readings **prior** to attending SI.

## Course Assessments/Assignments

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided on the course Moodle for all assignments.

### 1. Discussion Forum Participation: 20%

### 2. Quizzes: 15% (3 quizzes, 5% each)

- All quizzes – **Saturday at 7 p.m.** (15 minutes, 10 questions)
  - Quiz 1 – Online Week 1
  - Quiz 2 – Online Week 2
  - Quiz 3 – Online Week 4

### 3. Instrument Evaluation Paper: 20%

**Due: June 10**

- **Objective:** demonstrate the ability to choose and critically evaluate assessment instruments used in counselling practice.
  - You will write a 5 – 6 page paper on two (2) formal assessment instruments used in counselling practice.
  - Choose a construct relevant to counselling practice and identify two (2) assessment instruments that purport to measure the construct.
  - The paper will describe, evaluate, and critique two (2) common formal assessment instruments by commenting on the degree to which they meet the standards for assessment instruments.  
For example, if your construct is “cognitive functioning” you may choose #1. WISC-V and #2. Ravens progressive matrices. Your paper will describe the construct, instruments, and provide a critical evaluation of the degree to which the instruments reliably and validly measure the construct. References will focus on relevant published literature on the topic.
  - (**Note:** read the *Mock Assessment Report assignment before choosing your construct, because you will be using the construct and instruments again in that assignment. Choose your construct and instruments accordingly.*)
  - Constructs and assessment instruments will be submitted to instructor for approval by **May 30**
- **Grading Outline**
  - 4 points – Description of the construct
  - 5 points – Description and critical evaluation of the degree to which the instruments reliably and validly measure the construct
  - 4 points – Analysis of common interpretations/uses of the instruments
  - 3 points – Ethical and Legal implications
  - 2 points – References
  - 2 points – APA style, formatting, length, accuracy

### 4. Assessment Report Critique: 20%

**Due: on the last day of the online course**

- **Objective:** to read and critically analyze the report using principals of assessment and ethics.
  - You will write a 3 – 5 page analysis of an assessment report.
  - Choose 1 of the 3 assessment reports (provided) and identify areas of concern relating to:
    - Appropriateness of the assessment instrument for the stated assessment question
    - Inclusion of all relevant information (demographic, background, context, cultural considerations, etc)
    - Ethical considerations (qualifications, implications, etc)
    - Issues related to diversity, instrument and interpretation limitations
    - Interdisciplinary considerations (integration of relevant information from other professions and appropriate referral/recommendations)

## 5. Mock Assessment Report – 20%

Due: August 5

- **Objective:** Using a reverse client/instrument matching approach, you will demonstrate a thorough understanding of how the purpose of the assessment leads to choice of instrument and interpretation of the results. You will also practice administration of the instrument, interpretation, and complete a final report. By also acting as the “client” for your partner, you will develop an understanding of the experience of the process assessment administration from the client’s perspective.
- During the summer institute, you will be paired with a partner for the Mock Case activity. Using the construct you identified in the Instrument Evaluation Paper assignment, you will create a profile of a fake client who reason for assessment. You will provide your partner with your mock client profile and your partner will role play the client role while you administer your assessment instruments. (For your partner, you will role play their mock client).
- (If, after writing your paper, you feel strongly that you would like to administer different assessment instruments you may request a switch of assessment instruments for this activity with the **prior** permission of the instructor).
- Based on the results of the mock administration, you will prepare an integrated report (4-5 pages max).
- **Grading outline:**
  - 4 points – APA style, formatting, length, accuracy
  - 4 points – description of client background and reason for assessment
  - 4 points – description of the assessment instruments and constructs
  - 4 points – interpretation of assessment instrument results
  - 4 points – conclusions and recommendations

## 6. Self Competency Analysis: 5%

Due: Summer Institute

- Based on what you have learned in this course about what is required to develop competence in administering and interpreting assessments, complete the competency guide (provided) which is based on the College of Alberta Psychologists continuing competency self assessment guide.
- You will critically examine your own training and experience and create a learning plan that outlines your plans to continue to develop competence in the areas of assessment you plan to practice.
- This is an in-class activity. You will complete the analysis in small groups and hand in the document at the end of the class.
- Grading is not based on the number of areas you claim competence.
- **Grading outline:**
  - 3 points – appropriate evidence provided to support competence or non-competence (the criteria for competence will be different for different areas of assessment)
  - 2 points – clear outline for ongoing professional development

### **Notes:**

\*\* Further information and guidance with respect to the course requirements, including grading rubrics, will be provided during class.

\*\* **Late assignments** will be penalized 2% per day late (incl. weekends).

\*\* **Exceeded page length** will be penalized 3% per page. The page limit is imposed to help you develop your concise writing skills. However, it is understandable that sometimes a few extra lines may go over the page limit. To avoid penalization, you must receive permission from the instructor to exceed the preset page limit.

## STUDENT RIGHTS and EXPECTATIONS

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Students are expected to be familiar with the Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>) including but not limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **If you have a disability, special learning needs, or a recent injury** that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.
- As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (*Excerpt from CAAP 6615: Dr. B. Shepard*).

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

- *College of Alberta Psychologists Standards of Practice:*  
<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>
- *Canadian Code of Ethics for Psychologists:*  
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- *CCPA Code of Ethics:*  
<http://www.ccpa-accp.ca/en/resources/codeofethics/>
- *ATA Code of Professional Conduct (when practicum is based in an educational setting):*  
[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)
- *Faculty of Education Standards of Professional Conduct:*  
[http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct\\_2230](http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230)

The **personal information** your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

**Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance.

To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner. Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.
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## **COURSE POLICIES**

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**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; avoiding use of cell phones, checking email, and using the internet during class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment submission and late policy:** Hard copies of assignments must be handed in by the start time of class AND/OR they must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. A late policy of 3% per day including weekends applies to all assignments received after 23:55. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor). Quizzes will be due by 23:55 on the Wednesday of the week they are assigned.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Computer problems:** You must do everything in your power to find a way to connect to the internet or access a computer as needed to complete your work. You must still submit assignments on time.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.