

University of
Lethbridge



Faculty of Education

Counsellor Education Program: Master of Counselling

CAAP 6613:

Assessment Processes and Applications

COURSE OUTLINE

Summer Session, 2016

Blended Delivery

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

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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

**Equivalent:** 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.

## Overarching Goals

- Develop a sense of the **types of assessments** that can help clients.
- Identify your **competence** in administering and interpreting assessments.
- Identify opportunities for **collaborative practice and referral** so your client's get what they need.
- Understand the **ethical and legal** implications of assessment.
- Understand the role of **diversity** and the limitations of assessment.

| <b>Topics Covered</b><br>CACREP Standards 2009                                                                                                                                                                                                                                                                     | <b>Readings</b><br>W&F – Watson and Flamez Text<br>CAP – College of Alberta Psychologists | <b>Assignments/ Assessment</b>                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Historical perspectives concerning the nature and meaning of assessment.                                                                                                                                                                                                                                           | W & F – Ch. 1                                                                             | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> </ul>                                                                                                                                                       |
| Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations                                                                                                                                                   | W & F – Ch. 2                                                                             | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> <li>• Quiz</li> </ul>                                                                                                                                       |
| Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).                                                                                                                                                                                                    | W & F – Ch. 3                                                                             | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> <li>• Quiz</li> </ul>                                                                                                                                       |
| Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).                                                                                                                                                                                                   | W & F – Ch. 4                                                                             | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> <li>• Assessment Report Critique</li> </ul>                                                                                                                 |
| Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.                                                                                                                                                                              | W & F – Ch. 5, 16<br><br>Instrument Manuals<br><br>CAP Standards of Practice              | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> <li>• Assessment Report Critique</li> <li>• Discussion Forum</li> <li>• Self Competency Assessment</li> </ul>                                               |
| Basic concepts of standardized and non-standardized 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. | W & F – Ch. 7, 8, 9, 11, 13<br><br>Instrument Manuals                                     | <ul style="list-style-type: none"> <li>• What's in a Construct?</li> <li>• Instrument Evaluation Paper</li> <li>• Assessment Report Critique</li> <li>• Discussion Forum</li> <li>• Mock Assessment Report</li> <li>• Quiz</li> </ul> |
| Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.                                                                                                                                                                                             | W & F – Ch. 15                                                                            | <ul style="list-style-type: none"> <li>• Instrument Evaluation Paper</li> <li>• Assessment Report Critique</li> <li>• Discussion Forum</li> <li>• Mock Assessment Report</li> </ul>                                                   |

## 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)**

| <b>Online delivery</b>                 |        | <b>Topics: Readings</b><br>W&F – Watson and Flamez Text                                                                                                                                                                                | <b>Assessment of Learning</b>                                                                                                                                                         |
|----------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May<br>9 - 14                          | Week 1 | <ul style="list-style-type: none"> <li>• Introduction to Assessment: W &amp; F – Ch. 1</li> <li>• Basic Statistical Concepts: W &amp; F – Ch. 2</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Discussion Forum</li> </ul>                                                                                                |
| May<br>16 - 21                         | Week 2 | <ul style="list-style-type: none"> <li>• Reliability: W &amp; F – Ch. 2</li> <li>• Validity: W &amp; F – Ch. 3</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Discussion Forum</li> </ul>                                                                                                |
| May<br>23 - 28                         | Week 3 | <ul style="list-style-type: none"> <li>• Construct development</li> <li>• Selecting, Administering, and Reporting Assessment Results: W &amp; F – Ch. 5</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• “What’s in a Construct?” <b>PEER FEEDBACK</b> (Due May 27)</li> <li>• What’s in a Construct? (Due May 29)</li> </ul>                         |
| June<br>6 - 11                         | Week 4 | <ul style="list-style-type: none"> <li>• Cognitive Assessment: W &amp; F – Ch. 7</li> <li>• Cultural Considerations and Limitations: W &amp; F – Ch. 15</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Instrument Evaluation Paper (Due June 12)</li> <li>• Discussion Forum</li> </ul>                                           |
| June 27 -<br>July 2                    | Week 5 | <ul style="list-style-type: none"> <li>• Legal and Ethical Issues in Assessment: W &amp; F – Ch. 16</li> <li>• Integrating Assessment in Counselling Practice: W &amp; F – Ch. 6</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Assessment Report Critique (Due June 26)</li> <li>• Discussion Forum</li> <li>• Discussion Forum Participation Paper (Due July 3)</li> </ul> |
| <b>Summer Institute (face-to-face)</b> |        | <b>Topics</b>                                                                                                                                                                                                                          | <b>Assessment of Learning</b>                                                                                                                                                         |
| July<br>27                             | Day 1  | <ul style="list-style-type: none"> <li>• Integrating Assessment into Counselling: W &amp; F – Ch. 6</li> <li>• <i>Small Group Presentations of the Instruments from your “Instrument Evaluation Paper” (Lab)</i></li> </ul>            | <ul style="list-style-type: none"> <li>• Mock Assessment Part 1 Due today</li> </ul>                                                                                                  |
| July<br>28                             | Day 2  | <ul style="list-style-type: none"> <li>• Achievement and Aptitude Assessment: W &amp; F – Ch. 8</li> <li>• <i>Cognitive Assessment (Lab)</i></li> <li>• <i>Mock Assessment (Lab)</i></li> </ul>                                        |                                                                                                                                                                                       |
| July<br>29                             | Day 3  | <ul style="list-style-type: none"> <li>• Report Writing and Debriefing: W &amp; F – Ch. 5</li> <li>• Diagnosis: W &amp; F – Ch. 13</li> <li>• Instrument Scoring and Interpretation</li> <li>• <i>Mock Assessment (Lab)</i></li> </ul> |                                                                                                                                                                                       |
| July<br>30                             | Day 4  | <ul style="list-style-type: none"> <li>• Behavioural Assessment: W &amp; F – Ch. 11</li> <li>• Children and Assessment</li> <li>• <i>Mock Assessment (Lab)</i></li> </ul>                                                              |                                                                                                                                                                                       |
| July<br>31                             | Day 5  | <ul style="list-style-type: none"> <li>• Risk Assessment: W &amp; F – Ch. 13</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.*

### **Notes:**

\*\* As students are provided with a significant break between the online and on-campus components of the course, the June 29-30 reading break is not utilized in this course.

\*\* 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.

All assignments are to meet pre-submission criteria including APA 6<sup>th</sup> edition formatting and writing requirements and will be within the state page limits. Assignments not meeting the pre-submission criteria will not be graded until the pre-submission criteria are met.

### **1. Discussion Forum Participation Paper: 10%** **Due: See Schedule**

Throughout the online component of the course, you will participate in the online discussion forums related to the presented videos profiling counselling assessment practice. Following the final discussion forum, you will complete a three page reflection paper wherein you review your discussion forum participation, summarize your contributions, evaluate your participation relative to the participation criteria provided, and demonstrate what you learned.

### **2. What's in a construct?: 10%** **Due: See Schedule**

In this assignment, you will choose a construct related to counselling and demonstrate your understanding of construct development by completing the table provided in class describing a construct and differentiating it from related construct. You demonstrate how this applies to counselling assessment by providing a list of instruments that purport to measure the construct.

### **3. Quizzes: 15%** **See Schedule**

- Quiz 1: **5%** – Online, Basic Statistics
- Quiz 2: **5%** – Online, Reliability and Validity
- Quiz 3: **5%** – Online, Cognitive Assessment

### **4. Instrument Evaluation Paper: 20%** **Due: See Schedule**

In a 5 – 6 page paper, you will demonstrate your ability to choose and describe, evaluate, and critique two formal assessment instruments used in counselling practice. Based on the construct you reviewed in the “What's in a construct?” assignment, you will critically evaluate two formal assessment instruments, demonstrating your understanding of the standards for assessment presented in the course material including:

- Why construct clarity is important for demonstrating that instruments measure the construct they purport to measure
- Criteria for providing evidence regarding the extend to which an instrument measures what it purports to measure (validity) and the consistency with which it does so (reliability)
  - Cite scholarly research and identify gaps in the evidence
- Identify the ways in which the instrument is used in counselling practice and your evaluation of whether the research available supports these uses. You will also identify ethical and legal consequences of misuse.

### **5. Assessment Report Critique: 20%**

**Due: See Schedule**

You will write a 3 – 4 page summary and critical analysis of an assessment report. In those areas where the report could be improved, provide specific suggestions about what would improve the report. Critically analyze one of the provided assessment reports, incorporating your understanding of the course material in the analysis of the strengths and areas for improvement in the following areas:

- Clarity and organization
- Reason for referral and appropriateness of the assessment instrument for the stated assessment question
- Ethical considerations
- Results, interpretations, diagnosis
- Summary, recommendations, referrals

### **6. Mock Assessment Report: 20%**

**Due: See Schedule**

You will complete a mock assessment with a classmate based on a client profile provided.

Part one: you will choose one of the provided mock client background packages and submit a summary of the proposed assessment, including: reason for referral, constructs to be assessed, your choice of assessment instruments. Part one will be submitted to the instructor for approval.

Part two: During the summer institute, you will demonstrate your understanding of standardized assessment administration procedures by conducting an interview and administering the assessment instruments with your mock client. You will also develop an understanding of the process of assessment from the client's perspective by acting as the mock client for your partner's assessment. You will also demonstrate your understanding of scoring and interpretation of the instruments in a 4 – 5 page integrated Mock Assessment Report.

The assessment report will be formatted similarly to the assessments provided for the Assessment Report Critique assignment and will include the following:

- Clear organization, style, and formatting
- Description of client background and reason for assessment
- Description of the assessment instruments and constructs
- Assessment results and interpretations
- Conclusions and recommendations

### **7. Self Competency Analysis: 5%**

**Due: Last day of 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).
- 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, but rather on your ability to demonstrate appropriate evidence to support competence or non-competence (the criteria for competence will be different for different areas of assessment) and provide a clear outline for ongoing professional development.

#### **Notes:**

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

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

## 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.