

University of  
Lethbridge



Faculty of Education

## **EDUC 5707** **Counselling Psychology: Assessment**

### **COURSE OUTLINE** **Spring Session 2016**

*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. I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write URGENT in the subject line and I will attempt to address the email more quickly. Virtual meetings are scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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### **Calendar Description:**

*Credit hours: 3.0*

*Contact hours per week: 3-0-0*

Through theoretical analysis and applied skill development in laboratory settings, students will develop proficiency in the administration of assessment procedures and in the interpretation of assessment results. Standardized and non-standardized assessment techniques are covered.

*Prerequisite(s): Admission to the cohort for which the course is being offered Corequisite(s): Education 5704 AND Education 5705 Equivalent: CAAP 6613 (CAAP 613)*

### **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 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*)**

| <b>Date</b>     | <b>Lecture</b>                                                                                                                                                           | <b>Lab</b>                     | <b>Textbook Reading</b><br><i>(Additional readings may be assigned)</i> |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------|
| Jan 7           | <ul style="list-style-type: none"> <li>• Introduction to Assessment</li> <li>• Basic Statistical Concepts</li> </ul>                                                     | Tour of the Assessment Library | Chapter 1<br>Chapter 2                                                  |
| Jan 8           | <b>Quiz #1</b>                                                                                                                                                           |                                |                                                                         |
| Jan 14          | <ul style="list-style-type: none"> <li>• Constructs</li> </ul>                                                                                                           | Construct Development          | TBA                                                                     |
| Jan 21          | <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> </ul>                                                                                      | TBA                            | Chapter 3<br>Chapter 4                                                  |
| Jan 22          | <b>Quiz #2</b>                                                                                                                                                           |                                |                                                                         |
| Jan 28          | <ul style="list-style-type: none"> <li>• Selecting, Administering, and Reporting Assessment Results</li> <li>• Integrating Assessment in Counselling Practice</li> </ul> | Administration and Scoring Lab | Chapter 5<br>Chapter 6                                                  |
| <b>Jan 29</b>   | <b>Assignment Due: "What's in a construct?"</b>                                                                                                                          |                                |                                                                         |
| Feb 4           | <ul style="list-style-type: none"> <li>• Legal and Ethical Issues in Assessment</li> <li>• Risk Assessment</li> </ul>                                                    | Administration and Scoring Lab | Chapter 16                                                              |
| Feb 11          | <ul style="list-style-type: none"> <li>• Cultural Considerations and Limitations</li> <li>• Children and Assessment</li> </ul>                                           | Administration and Scoring Lab | Chapter 15                                                              |
| <b>Feb 18</b>   | <b>READING WEEK – No classes</b>                                                                                                                                         |                                |                                                                         |
| <b>Feb 19</b>   | <b>Assignment Due: "Instrument Evaluation Paper"</b>                                                                                                                     |                                |                                                                         |
| Feb 25          | <ul style="list-style-type: none"> <li>• Cognitive Assessment</li> </ul>                                                                                                 | Administration and Scoring Lab | Chapter 7                                                               |
| Feb 26          | <b>Quiz #3</b>                                                                                                                                                           |                                |                                                                         |
| March 3         | <ul style="list-style-type: none"> <li>• Achievement and Aptitude Assessment</li> <li>• Report Writing</li> </ul>                                                        | Administration and Scoring Lab | Chapter 8                                                               |
| March 10        | <ul style="list-style-type: none"> <li>• Personality Assessment</li> <li>• In Class Activity: Choosing assessment instruments for the Mock Assessment</li> </ul>         | Administration and Scoring Lab | Chapter 9                                                               |
| March 17        | <ul style="list-style-type: none"> <li>• Behavioural Assessment</li> </ul>                                                                                               | Administration and Scoring Lab | Chapter 11                                                              |
| March 24        | Mock Assessment Administration and Scoring                                                                                                                               |                                |                                                                         |
| <b>March 25</b> | <b>Assignment Due: "Assessment Report Critique"</b>                                                                                                                      |                                |                                                                         |

| Date     | Lecture                                                                                                                                          | Lab                 | Textbook Reading<br>(Additional readings may be assigned) |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------|
| March 31 | <ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• Debriefing</li> </ul>                                                              | DSM-V<br>Debriefing | Chapter 5<br>Chapter 13                                   |
| April 7  | <ul style="list-style-type: none"> <li>• Session and Outcome rating</li> <li>• <b>Assignment: In Class “Self Competency Analysis”</b></li> </ul> | ORS/SRS             | TBA                                                       |
| April 8  | <b>Assignment Due: “Mock Assessment Report”</b>                                                                                                  |                     |                                                           |

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

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

### **Course Assessments/Assignments**

Evaluation will be based on the following summative assessments/assignments.

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

- All quizzes Online via Moodle

#### **2. What’s in a construct?: 10%**

**Due: See Schedule**

- Choose a construct in counselling assessment
- Complete the table (provided in class) describing the construct
- **Grading Outline**
  - 3 points – Description of the construct
  - 3 points – Describe similar constructs and the ways in which they are similar/different
  - 4 points – Describe 5 ways in which this construct could be measured, including the pros and cons of each approach

#### **3. Instrument Evaluation Paper: 20%**

**Due: See schedule**

- **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. (This is the same construct described in Assignment 2: “What’s in a 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.

- **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 (including commentary on use with diverse populations)
  - 2 points – References (chose of quality references, accurate description of results)
  - 2 points – APA style, formatting, length, accuracy

#### 4. Instrument Presentation: 10%

**Due: On the day of the presentation**

- **Objective:** share what you learned about the assessment instruments you reviewed in the “Instrument Evaluation Paper” with the rest of the class
  - Incorporate the feedback you received from the Instrument Evaluation paper and present each of the components of your paper with the class
  - Each presentation will be 15 minutes long (10 minute presentation, 5 minutes for practice/demonstration of use and/or scoring).
  - You will provide a handout to the class summarizing the presentation.
- **Grading Outline**
  - 1 point – remaining within the timeframe provided
  - 2 points – handout summarizing the instruments presented
  - 2 points – description of the psychometric properties of the instrument
  - 2 points – description of the ethical use of the instrument
  - 3 points – description and facilitated practice of instrument use and scoring

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

**Due: See schedule**

- **Objective:** to read and critically analyze the report using principals of assessment and ethics.
  - You will write a 3 – 4 page analysis of an assessment report.
  - Choose 1 of the 3 assessment reports (provided) provide a summary and critical analysis of the assessment report
- **Grading Outline**

Describe and critically analyze each of the following:

  - 2 points - Clarity and organization
  - 5 points – Reason for referral, and appropriateness of the assessment instruments for the stated assessment question
  - 5 points - Ethical considerations (qualifications, implications, etc.)
  - 5 points – Results and interpretations
  - 3 points – Summary, diagnosis, and recommendations/referrals

#### 5. Mock Assessment Report: 20%

**Due: See schedule**

- **Objective:** You will complete a mock assessment with a classmate based on a client profile provided.
  - As a class, we will discuss how a thorough understanding of how the purpose of the assessment leads to choice of instrument and interpretation of the results.
  - You will be assigned one of the assessments to be completed. 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.
- Based on the results of the mock administration, you will prepare an integrated report (4-5 pages max).

- **Grading Outline**

- 4 points – Clarity, formatting, length
- 4 points – Description of client background and reason for assessment
- 4 points – Description of the assessment instruments and constructs
- 4 points – Assessment results and interpretations
- 4 points – Conclusions and recommendations

Note: The first half of this report (other than results, interpretations, conclusions, recommendations) can and should be completed prior to the “Mock Assessment Administration and Scoring” day.

## 6. Self Competency Analysis: 5%

**Due: See schedule**

- **Objective:** 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/CodeofProfessional Conduct.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)

## **COURSE POLICIES**

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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.

**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.

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

**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 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.

**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.