

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
ED 5707 – Counselling Psychology: Assessment
Spring 2015
Course Syllabus
Mondays, 9:00-11:50
Room: L 1170G

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Course Description:

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

Course Objectives:

Upon completing this course, students will:

- Access and critique current research, theory and development in the field of psychometrics.
- Select relevant assessment procedures, identifying strengths and limitations of instruments/procedures.
- Administer and interpret selected standardized assessment instruments according to professional and ethical standards.
- Prepare professional assessment reports, demonstrating an ability to communicate results to an appropriate audience.

Required Text:

Gersten, A. (2013). *Integrative assessment: A guide for counselors*. Upper Saddle River, NJ: Pearson.

Additional Resources:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition* (DSM-5). Washington, DC: Author (Available online through the University of Lethbridge Library).

Antony, M. M., & Barlow, D. H. (2010). *Handbook of assessment and treatment planning for psychological disorders* (2nd ed.). New York: Guilford Press.

College of Alberta Psychologists (CAP) *Standards of Practice and Professional Guidelines for Psychologists*. (Available at: www.cap.ab.ca [under Regulatory Information])

- The Control and Use of Tests by Psychologists

- Dual Roles: Guidelines for Conducting Assessments and Providing Therapy with the Same Client

Drummond, R.J. & Jones, K.D. (2010). *Assessment procedures for counselors and helping professionals* (7th ed.). Upper Saddle River, NJ: Pearson.

Gambrill, E. (2012). *Critical thinking in clinical practice: Improving the quality of judgments and decisions* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Meyer et al. (2001). Psychological testing and psychological assessment. *American Psychologist*, 56, 128-165.

Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioural social, and clinical foundations*. (5th ed.). La Mesa, CA: Jerome M. Sattler, Publisher.

Summary of Assignments:

<u>Description:</u>	<u>Due Date:</u>	<u>% of Grade:</u>
1. Quizzes	Jan 23-Feb 27	15%
2. Assessment Research Paper	March 6	35%
3. Assessment demonstration & integrated report		
a) Draft report and test scoring	April 3	15%
b) Appraisal of peer's test administration	April 3	5%
c) Final report	1 week after return	30%

Late Penalty: Unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written physician notes will be required for waiver of this penalty.

Description of Assignments:

1. Quizzes (15%)

Students will complete 5 quizzes in multiple choice and short-answer format that will evaluate course content and applications.

2. Assessment Research Paper (35%)

Students will write a paper describing, evaluating, and critiquing a formal assessment tool. Students will use the test user manual as well as academic sources to critically evaluate their assessment tool. Guidelines for assessment tool evaluation will be provided in class.

3. Assessment demonstration & integrated report (50%)

In pairs students will administer and interpret 2 tests as part of an assessment. Each student will administer one intelligence test (WASI-II or WAIS-IV) plus one other test of choice (performance-based or self-report). In addition to test administration, each student will collect background information via interview and note behavioural observations as part of the assessment.

Students will submit an appraisal of their peer's intelligence test administration only (WASI-II or WAIS-IV), including the specific identification of administration errors in the assessment. Intelligence test administration will be video-recorded (not background interview or other test) in order to assist the evaluating student in the appraisal. The student will then provide a copy of the appraisal to the instructor and a copy to the student being evaluated.

Test record forms will be submitted to the instructor to evaluate scoring of tests.

From information obtained in the assessment, each student will prepare a professionally written assessment report including demographics, background information, behavioural observations, listing and descriptions of tests, results with interpretations, and a summary. A guideline to prepare the report will be provided in class. This report will be submitted as a draft report on the due date. The instructor will provide constructive feedback on the draft report and students will incorporate that feedback into the final report, due 1 week after they receive their feedback.

Grading Breakdown

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%		
		F	Less than 63%

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.

Plagiarism Statement:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Proposed class schedule (tentative and subject to change)

Date	Assignment	Topic	Reading
Jan 9		Introduction to assessment History of assessment	Gersten Ch 1
Jan 16		Test and measurement concepts	Gersten Ch 6
Jan 23	Quiz	Reliability and validity	Gersten Ch 7
Jan 30	Quiz	DSM Mental health and addiction tests	APA (2013) Frances & Nardo (2013) Overview of Gersten Ch 9
Feb 6	Quiz	Personality	Gersten Ch 8
Feb 13	Quiz	Intelligence	Gersten Ch 13
<i>Feb 21-24 Reading Week</i>			
Feb 27	Quiz	Intelligence tests	
Mar 6	Research paper due	Achievement	
Mar 13		Other assessments of cognitive abilities	Gregory Ch 10
Mar 20		Observations and inferences Test selection, data integration, and reporting	Gersten Ch 5 Gersten Ch 15
Mar 27		Assessments in Labs	
Apr 3	Draft report due	Ethics	Gersten Ch 2 CAP Practice Guideline (Control and Use of Tests)