

University of
Lethbridge



Faculty of Education

EDUC 5707

Counselling Psychology: Assessment

Course Outline

Spring Session 2018
Room L1168 8:30am to Noon

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

Instructor: Stanley K. Wong, M.A.
Registered Psychologist
Office: TH304
Phone: 403.380.7826
Email: wongs002@uleth.ca

Admin Support: Margaret Beintema
Office: TH321
Phone: 403.329.2732
Email: margaret.beintema@uleth.ca

The best way to contact me is by email. I will respond to emails during the regular work week (M-F, 8-5). Office hours/meetings are scheduled by appointment and may occur face-to-face, or via telephone.

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 Objectives

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 assessments that can help clients, 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 Reading & Resource Materials

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

American Psychological Association. (2010). *Publications manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

(The DSM-5 is available as an electronic reference through the U of L library system)

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
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
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.		
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

Tentative Class Schedule

(This schedule is tentative and can be changed at the discretion of the instructor)

Date	Lecture	Lab	Textbook Reading
January 12	<ul style="list-style-type: none"> • Introductions, review syllabus, discuss class structure • Introduction to Counselling Assessment 	<ul style="list-style-type: none"> • Tour of the assessment library • Form groups to work on statistical presentations 	Chapter 1
January 19	<ul style="list-style-type: none"> • Assessment Issues With Diverse Populations • Ethical and Legal Issues in Assessment 	<ul style="list-style-type: none"> • Work on group presentation 	Chapter 15 Chapter 16
January 26	<ul style="list-style-type: none"> • Integrating Assessment Into Counselling Practice 	<ul style="list-style-type: none"> • Mock client clinical interviews 	Chapter 6 (pg. 127-148) Chapter 13 (pg. 394-404)
February 2	<ul style="list-style-type: none"> • Statistical Presentations • Basic Assessment and Statistical Concepts • Reliability • Validity 	<ul style="list-style-type: none"> • Mock client clinical interviews 	Chapter 2 Chapter 3 Chapter 4
February 9	<ul style="list-style-type: none"> • Quiz #1 • Selecting, Administering, Scoring, and Reporting Assessment Results • Career and Vocational Assessment 	<ul style="list-style-type: none"> • Administration and Scoring 	Chapter 5 (pg. 103-121) Chapter 12
February 16	<ul style="list-style-type: none"> • No Class • Assignment Due: Instrument Evaluation Paper 		
February 23	<i>Reading Week - No Class</i>		

March 2	<ul style="list-style-type: none"> • Personality Assessment 	<ul style="list-style-type: none"> • Administration and Scoring 	Chapter 9 Chapter 10
March 9	<ul style="list-style-type: none"> • Behavioural Assessment • Achievement and Aptitude Assessment 	<ul style="list-style-type: none"> • Administration and Scoring 	Chapter 11 Chapter 8
March 16	<ul style="list-style-type: none"> • Intelligence and General Ability Assessment • Report Writing • Assignment Due: Write the Ending 	<ul style="list-style-type: none"> • Administration and Scoring 	Chapter 7 Chapter 5 (pg. 122-124) Chapter 6 (pg. 149-152)
March 23	<ul style="list-style-type: none"> • Quiz #2 • Assessment Administration and Scoring for Assessment Report assignment 		
March 30	<i>Good Friday - No Class</i>		
April 6	<ul style="list-style-type: none"> • Clinical Assessment • Diagnosis • Communicating Assessment Results 	<ul style="list-style-type: none"> • DSM-5 	Chapter 13
April 13	<ul style="list-style-type: none"> • Forensic Assessment • Assignment Due: Assessment Report 	<ul style="list-style-type: none"> • Administration and Scoring 	

Course Assessments/Assignments

1. Attendance and class participation: 10%

- It is essential that you attend and participate in all class sessions. The course will be shaped and enriched by the interests and experiences of class members. Class participation consists of preparation of readings and taking part in discussions and activities. Arriving to class on time and after break is a critical component of attendance. Emergency situations do arise and, if you must miss a class, please let your instructor know in advance if possible. There is a maximum of one excused absence. If you are absent more than once, your grade may be significantly reduced.

2. Quizzes: 10% (2 quizzes, 5% each)

Due: See schedule

- Two quizzes of the material covered will be given during the semester in class.

3. Statistical Presentation: 10%

Due: See schedule

- **Objective:** understand measurement concepts such as variability, standard scores, reliability, and validity.
- Join with other students to form a group of four to five.
- Read and research about your assigned topic to present.
- As a group present your topic to the class (20-30min).
- **Grading Outline**
 - 2 points – remaining within the timeframe provided
 - 3 points – handout summarizing the information presented
 - 5 points – presentation of the topic

4. 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.
 - 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
 - 4 points – References (chosed of quality references, accurate description of results), APA style, formatting, length, accuracy

5. 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

6. Write the Ending – Group Assignment: 10%

Due: See schedule

Objective: generate two or three paragraphs (maximum 500 words) that integrate the assessment data into a coherent case conceptualization. In an actual assessment report, this would typically be found in a section entitled "Summary and Recommendations," or something similar.

- This assignment is exploratory. The goal is for you to have a productive and stimulating discussion with your classmates. "Brainstorming" means, suspending critical judgment, generating possibilities, and letting yourself "think outside the box." Accordingly, the objective of this assignment is not necessarily to "get it right," but to take a first step at attempting to integrate assessment data.
- Connect with other students to join into a group of three to five. Choose one of the sample reports provided, in which all the assessment data is provided. The case conceptualization and recommendations have been omitted.
- Then, based on the strengths, needs, and characteristics found in the assessment data, and your integrative case conceptualization, make at least three, and no more than five, recommendations. You can recommend supportive services or strategies to remediate areas needing, strategies that build on existing strengths, or effective ways of engaging or approaching the client.
- Only one assignment needs to be submitted for each group. Make sure to include the names of all group members.

- **Grading Outline**
 - 3 points – Coherent and thorough integration of assessment data (first part of Summary and Recommendations section)
 - 4 points – Clarity/practicality of recommendations (second part of Summary and Recommendations section)
 - 3 points – Effectiveness of written communication (grammar, clarity, economy of expression, and readability), APA style, and formatting.

7. Assessment/Self-assessment Report: 30%

Due: See schedule

- **Objective:** You will complete an assessment with a classmate.
 - 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 complete an intake assessment, and chose three instruments to administer. You will then “swap” information with your partner so that you are scoring, interpreting, and completing a final report on yourself.
 - 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 administration, you will prepare an integrated report (7-10 pages max).
- **Grading Outline**
 - 6 points – Clarity, formatting, length
 - 6 points – Description of client background and reason for assessment
 - 6 points – Description of the assessment instruments and constructs
 - 6 points – Assessment results and interpretations
 - 6 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 “Assessment Administration and Scoring” day.

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).

Student Rights and Expectations

Students are expected to be familiar with the Academic Calendar

(<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sqs/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

Course Policies

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.