

Counsellor Education Program: Master of Counselling
CAAP 6613: Assessment: Processes and Applications
Summer Term: May - August 2013
Blended Delivery

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

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***Email response time:** Expect up to a 48-hr turnaround time during the week (52-hr on weekends). Please resend your message if you have not received a reply in this timeframe; I may not have received it.

***Note:** In effort to support your professional development, I welcome and encourage you to contact me with questions about the course and/or course assignments, to discuss your career options, to gain study tips, career advice, etc.

Course Details

Term:	Summer Term 2012	Credit Hours:	3.0
Prerequisites:	CAAP 6601, 6605	Contact Hrs:	3-0-0
Equivalents:	EDUC 5707		

Course Description: 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.

Overview The course will cover the history of test development; basic statistics necessary for use and interpretation of testing instruments; standardized & non-standardized assessment techniques; legal, ethical and cultural issues in assessment; intake/clinical interviewing; scoring and report writing; and issues and trends in assessment.

The teaching time will be split between online activities that develop the theoretical background for assessment, and lab activities that provide opportunity for skill development in the administration and interpretation of counseling assessment instruments and procedures.

Throughout this course, you will be expected to:

- ◆ Describe the role of assessment in counselling and identify the many different counselling contexts in which assessment is utilized.
- ◆ Explain the major types of assessment procedures.
- ◆ Define key statistical terms, including: scales of measurement, measures of central tendency, measures of variability, validity, reliability, criterion-referenced and norm-referenced, percentile ranks, standard scores.
- ◆ Select relevant tests for a selected counselling issue, evaluating the psychometric qualities of the test and identifying strengths and limitations of instruments.
- ◆ Practice at least three different informal assessment strategies.
- ◆ Discuss and debate the role of diagnosis in Counselling Psychology.
- ◆ Identify and describe ethical standards and legal responsibilities regarding the use of psychological assessment and psychometrics.
- ◆ Identify how the needs of clients with diverse backgrounds (e.g., age, gender, culture) can be addressed with assessment techniques/tools.
- ◆ Administer selected standardized assessment instruments according to professional and ethical standards.
- ◆ Interpret the results of selected standardized assessment instruments according to professional and ethical standards.
- ◆ Prepare a professional assessment report, demonstrating an ability to communicate results to an appropriate audience.
- ◆ Describe the application of assessment results within the counselling process.

Required Readings

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

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

American Psychiatric Association. (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR* (rev.). American Psychiatric.

Supplementary Texts and Readings:

****Note:** Additional readings will be provided to supplement your learning and reflection at the instructor's discretion and will be announced at least one week in advance. **The references provided below are merely suggestions for further readings for those interested, but you are not expected to purchase them for this course.**

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

Fischer, (2007). *Measures for Clinical Practice & Research: A Sourcebook* (vol. 1 & 2). Oxford University Press.

Hood, A. B., & Johnson, R. W. (2007). *Assessment in counseling: A guide to the use of psychological assessment procedures* (4th ed.). Alexandria, VA: American Counseling Association.

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

Munson, C. E. (2001). *The mental health diagnostic desk reference: Visual guides for learning to use the Diagnostic and Statistical Manual (DSM-IV-TR)* (2nd ed.).

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

Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.
(Also available at www.cap.ab.ca and www.cpa.ca)

Zimmerman, M. (1994). *Interview guide for evaluating DSM-IV Psychiatric disorders and the Mental Status Examination*. East Greensich, RI: Psych Products Press.

Journals of Interest:

- American Psychologist
- Applied Psychological Measurement
- Assessment
- Behavior Research and Therapy
- Canadian Journal of Counselling
- Canadian Journal of School Psychology
- Child Development
- Clinical Psychology Review
- Developmental Psychology
- Educational and Psychological Measurement
- Exceptional Children
- Journal of Career Assessment
- Journal of Child Psychology and Psychiatry
- Journal of Clinical Child Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling & Development
- Journal of Counseling Psychology
- Journal of Psychoeducational Assessment
- Journal of Special Education
- Measurement and Evaluation in Counseling and Development
- Psychological Assessment
- Psychological Bulletin
- Psychological Reports
- School Psychology Review

Evaluation

Course Assignments		Weighting
	<p>Test Evaluation Paper You will write a 5-6 page paper on tests used for a construct considered important for counsellors to assess. <u>Topics should be approved by May 12th.</u> Your paper will focus on describing, evaluating and critiquing 2 common formal, structured assessment instruments used in clinical practice for your construct. Specific details will be provided first week of class. Papers are DUE June 10th.</p>	30 %
	<p>Test Evaluation Presentation: You will present the results of your test evaluation in a 20 min. presentation to the class <u>along with a 2-page report</u> for the instructor and classmates. Presentation schedule to be developed during online portion of class. DUE during Summer Institute.</p>	15 %
	<p>Assessment Demonstration & Integrated Report You will administer and interpret 2 assessments (SCID + 1 self-report measure selected by you). The SCID will be video-taped, with video files submitted to instructor. You will prepare an integrated report (4-5 pages max) of the results from the 2 assessments. Specific details will be provided first day of class. Final Integrated Report DUE August 5th.</p>	35%
	Discussion Forum Participation	20 %
	Course Total	100%

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.

Grading

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 Graduate Studies & Research in Education graduate 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

Course Schedule

Lesson No./ Week	TOPIC	Reading & Tasks [Due Dates]
Lesson 1 Week Date: May 9 - 13	<input type="checkbox"/> Welcome and Introductions <input type="checkbox"/> Course Expectations <input type="checkbox"/> Introduction to Assessment	<input type="checkbox"/> Read: Drummond & Jones Ch. 1 & 2
Lesson 2 Week Date: May 16 - 20	<input type="checkbox"/> Statistical Concepts <input type="checkbox"/> Evaluating Tests	<input type="checkbox"/> Read: Drummond & Jones Ch. 3-7
Lesson 3 Week Date: May 23 - 27	<input type="checkbox"/> Informal Assessment <input type="checkbox"/> Intake Interviews <input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Read: Butler, J. F. The family diagram and genogram: Comparisons and contrasts . <i>American Journal of Family Therapy</i> , 36(3), 169-180.

Lesson No./ Week	TOPIC	Reading & Tasks [Due Dates]
Lesson 4 Week Date: May 30 – June 3	<input type="checkbox"/> DSM Diagnoses	<input type="checkbox"/> Read: Drummond & Jones Ch. 13 (p. 277- 281) <input type="checkbox"/> Read: Shea, S. E., Gordon, K., Hawkins, A., Kawchuk, J., Smith, D. (2000). Pathology in the Hundred Acre Wood: A neurodevelopmental perspective on A. A. Milne. <i>Canadian Medical Association Journal</i> , 163(12), 1557 – 1559. <input type="checkbox"/> Read: Grossman, C. I. (2004). Labels and language: Implications for prevention of the DSM definition of mental disorder. <i>The Journal of Primary Prevention</i> , 24(4), p. 513-522. <input type="checkbox"/> Read: Duffy, M., Gillig, S. E., Tureen, R. M., & Ybarra, M. A. (2002). A critical look at the DSM-IV. <i>The Journal of Individual Psychology</i> , 58(1), 363-373. <input type="checkbox"/> Read: Fox, J. & Dayle Jones, K. (2013). DSM-5 and Bereavement: The Loss of Normal Grief? <i>Journal of Counseling and Development</i> , 91, 113-119.
Lesson 5 Week Date: June 6 - 10	<input type="checkbox"/> Report Writing and Communication with Clients <input type="checkbox"/> Ethics & Legal Standards <input type="checkbox"/> Multicultural Issues	<input type="checkbox"/> Read: Drummond & Jones Ch. 15-17 <input type="checkbox"/> Test Evaluation Paper DUE June 10th.
Lesson 6 SI Day 1: July 30th	<input type="checkbox"/> Clinical Interviewing and the SCID <input type="checkbox"/> Student Presentations	<input type="checkbox"/> Read: Drummond & Jones Ch. 13
Lesson 7 SI Day 2: July 31	<input type="checkbox"/> Intellectual Assessment and the WASI <input type="checkbox"/> Guest Speaker (tentative) <input type="checkbox"/> Student Presentations	<input type="checkbox"/> Read: Drummond & Jones Ch. 8
Lesson 8 SI Day 3: Aug. 1	<input type="checkbox"/> Guest Speaker (Tentative) <input type="checkbox"/> Student Presentations	<input type="checkbox"/> Read: TBA
Lesson 9 SI Day 4: Aug. 2	<input type="checkbox"/> Guest Speaker (Tentative) <input type="checkbox"/> Student Presentations	<input type="checkbox"/> Read: TBA
Lesson 10 SI Day 5: Aug. 3	<input type="checkbox"/> Topics TBA <input type="checkbox"/> Student Presentations	<input type="checkbox"/> Read: TBA <input type="checkbox"/> Final Demonstration and Integrated Assessment Report DUE Aug. 5th.

****Note: Due to your limited time on campus, you will need to be prepared to spend your evenings practicing your assessments and completing lab recordings for your final assignment. This applied experience is very important for your professional development. As such, please complete all required readings and have your presentations prepared prior to attending SI.**

You are required to bring at least two 4GB Memory Stick to SI to transfer your videotaped SCID demonstration. If you have a MAC laptop, you may use it to record your SCID demonstration.

Guests Speakers for SI are currently tentative, as such the SI schedule will not be finalized until the week before SI.

Writing Expectations

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are unacceptable.
- Textbooks (tertiary sources) are **not** acceptable sources for citing. You should be using primary resources or secondary sources (journal articles, books).
- Use Canadian spelling.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: LastName_course_assign name_date.doc (or .docx). Hard copies should be printed on 8 ½ x 11" paper and STAPLED, unless otherwise indicated by instructor.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced.
- Class handouts can use single-spaced bullets and/or include PowerPoint slides.
- Include a reference page with proper APA formatting
- Page requirements do not include title page, references, and appendices (if appropriate)

Course Policies

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.