

Master of Education (Counselling Psychology)
ED5707: Counselling Psychology: Assessment
Spring Term: January - April 2014

***** DRAFT *****

Instructor: Stan Ross, PhD, R.Psych.
Office: TH319
Email: TBA
Office Hours: After class or Friday afternoons by appointment.

Instructor Contact: The best time to speak with me is right after class. Other than Fridays when I am on campus, the only way to contact me is through email. I check email most weekdays, and weekends as I have opportunity.

Course Details

| | | | |
|-----------------------|------------------|----------------------|-------|
| Term: | Spring 2014 | Credit Hours: | 3.0 |
| Prerequisites: | ED 5704 (Skills) | Contact Hrs: | 3-0-0 |
| Equivalents: | CAAP 6613 | Classroom: | TH373 |

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: This course blends lecture, student presentations, discussion and lab practice to provide you with a sound theoretical and practical foundation in psychological assessment. The course is divided into four units. The first unit lays the groundwork, covering assessment interviewing, psychometrics and ethical considerations. Then we take a tour of numerous individual tests addressing the areas of clinical assessment, personality, interpersonal, cognitive ability, academic achievement, career, aptitude, and employment. The third unit will be largely hands-on, with students working in triads, administering and observing testing sessions with the goal of producing competent assessment reports. The course closes with a review of the ethics of testing and an introduction to cultural issues in assessment. In all of these units, assignments will challenge students to use what they learn in order to prepare them to use assessment more effectively in counselling practice.

Objectives

Throughout this course, you will:

- Gain an appreciation for the many different contexts in which assessment tools are used.
- Describe the application of assessment results within the counselling process.
- Access and critique current research, theory and development in the field of psychometrics.
- Become knowledgeable about ethical standards and legal responsibilities regarding the use of psychological assessment and psychometrics.
- Select relevant assessment procedures, identifying strengths and limitations of instruments/procedures.
- 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 professional assessment reports, demonstrating an ability to communicate results to an appropriate audience.
- Identify how the needs of clients with diverse backgrounds (e.g. age gender, culture) can be addressed with assessment techniques/tools.

Required Readings

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

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

College of Alberta Psychologists (CAP). *Code of Ethics*. (Available at www.cap.ab.ca under "Regulatory Information").

College of Alberta Psychologists (CAP). *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

College of Alberta Psychologists (CAP). *Standards of practice*. (Available at www.cap.ab.ca under "Regulatory Information").

Additional readings may be provided to supplement your learning and reflection at the instructor's discretion and will be announced at least one week in advance.

Supplementary Texts and Readings:

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

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). Hoboken, NJ: Wiley.

Hays, D. G. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th ed.). Alexandria, VA: American Counseling Association.

Sattler, J. M. (2008). *Assessment of Children: Cognitive applications* (5th ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. M., & Hoge, R. D. (2006). *Assessment of Children: Behavioural, Social, and Clinical Foundations* (5th ed.). La Mesa, CA: Jerome M. Sattler.

Sinclair, C, & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian Code of Ethics for Psychologists* (3rd ed.). Ottawa: Canadian Psychological Association. (Available at www.cap.ab.ca or www.cpa.ca)

Journals of Interest

- Applied Psychological Measurement
- Assessment
- Canadian Journal of School Psychology
- Clinical Psychology Review
- Educational Psychology Measurement
- Exceptional Children
- Journal of Career Assessment
- Education and Psychological Measurement
- Journal of Child Psychology and Psychiatry
- Journal of Clinical Child Psychology
- Journal of Psychoeducational Assessment
- Measurement and Evaluation in Counseling and Development
- Psychological Assessment
- Psychological Reports
- School Psychology Review

Evaluation

| Course Assignments | Weighting |
|--|-----------|
| <p>Initial Assessment Form <i>Due January 24</i> You will make an initial interview form ready to use for your future counselling cases. Your form should cover essential client information, provide enough room for your notes and yet be concise (6 pages maximum). Hardcopy, then post to Moodle.</p> | 10% |
| <p>Test Briefing & Fact Sheet <i>Due February 7, 14, 28, or March 7, as per sign-up</i> You will present a 5 to 10 minute summary to the class of a test of your choice. You will provide each member of the class with a one page fact sheet for the chosen test. Choice of test will be made near the beginning of the semester by sign-up within areas of interest. Hardcopy <i>and</i> post on Moodle.</p> | 10% |
| <p>Test Evaluation <i>Due one week after Test Briefing</i> You will analyze and critique the test of your choice (see above). The evaluation will include elements from the <i>Instrument Evaluation Form</i> on page 129 of the text. 2-5 pages. Hardcopy.</p> | 15% |
| <p>Tests in my Practice <i>Due March 14</i> You will make a short list of tests most useful to you in your practice with brief descriptions of each test and comments on its application. 1 to 2 pages. Hardcopy.</p> | 10% |
| <p>Peer Observation <i>One of March 21, March 28, April 4</i> You will observe one of your colleagues administering tests to another colleague. From written notes, you will provide immediate verbal feedback, then send your colleague <i>and</i> the instructor your written feedback within 24 hours. 1 to 2 pages. Electronic submission.</p> | 10% |
| <p>Assessment Report & Critique <i>Due April 11</i> You will select a test battery of three tests from those available in the Test Library, which you will administer to one of your colleagues in a full testing session (including abbreviated initial interview) while a third colleague observes. You will score the tests and write a complete assessment report. The test protocols and scoring forms, your peer observer's feedback and a self-critique of your performance administering the tests will accompany the report. 5 to 10 pages for assessment report. Hardcopy.</p> | 35% |
| <p>Assessment Ethics in my Practice <i>Due April 14</i> In point form, identify and summarize the ethical issues in assessment that are of most concern in your area of practice. 1 to 2 pages. Electronic submission.</p> | 10% |

Notes on Assignments

- ** **Detailed requirements** for the assignments will be provided during class. The instructor reserves the right to make slight modifications to assignments to improve the learning experience. Students will be notified of any changes in advance via email, Course Announcements in Moodle, and/or face-to-face in class.
- ** **Exceeding page limit** will be penalized 10% of the total mark per page. Being concise in your written communication is a highly valued skill, especially by this instructor!

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 |

Writing Expectations

Your writing should meet the expectations of a graduate level program, including following the APA Publication Manual 6th Edition. In addition, 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.
- All papers should be double-spaced, unless otherwise indicated.
- Include a reference page with proper APA formatting when appropriate.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Submit all assignments typed, in Word document format when electronic submission is required, with a title page (see APA Publication Manual for sample).
- Submit your assignments in the mode specified. Electronic submissions are made through Moodle. 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.

Course Policies

Respect: In order for this to be an optimal learning environment, it is critical that we treat each other professionally and with respect. This includes arriving on time for class; 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 class and not talking to each other about other classmates' stories/experiences. Please only share what you are comfortable sharing.

Learning responsibilities: In order to optimize your experience in this course, be an active learner! Be prepared for each class with comments and questions, and participate as suits your personal style. Read and know the information in all assigned readings, even if not covered directly in class lectures. This information is expected to be integrated into your assignments, as appropriate. You are expected to complete all course assignments.

Attendance: Because of the nature of classes in this course (eg. student presentations, discussions, etc.), missed classes hurt your learning experience as well as that of your classmates. Attendance at all classes is expected, except in cases of illness or exceptional circumstances approved by the instructor. If you are absent from class, it is your responsibility for catching up on all the material and information missed by contacting a fellow classmate. Please notify the instructor if you will be absent from class as soon as possible.

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. For a more recent disability due to an accident or illness, email the instructor as soon as possible.

Academic dishonesty: Academic dishonesty is a very serious ethical issue and cannot be tolerated in any form. Academic dishonesty includes 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 of class on the date they are due or they will be marked as late. Electronic submissions must be submitted by noon on the date they are due, unless otherwise stated by the instructor or they will be considered late. Late assignments will lose 5% per day (including weekends) of the total value of the assignment. Extensions may be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., physician).

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.

Course Schedule

| <u>Week</u> | <u>Date</u> | <u>Topic and Readings</u> |
|-------------|-------------|--|
| 1 | Jan 10 | Introduction to Assessment (Chap. 1) Initial Interviewing (Chap. 2) |
| 2 | Jan 17 | Use of Initial Assessment Form (Chap. 3) Statistics Review |
| 3 | Jan 24 | Evaluating Tests: Psychometrics, Reliability, Validity (Chap. 4-6) Intake Form Due (10%) |
| 4 | Jan 31 | Test Research (Test Library) |
| 5 | Feb 7 | Assessing Clinical (Chap. 13) <i>Room change today only: L1170B</i> |
| 6 | Feb 14 | Assessing Personality, IP (Chap. 12) |
| | Feb 18-22 | <i>Mid-Semester Break: No classes!</i> |
| 7 | Feb 28 | Assessing Cognitive, Achievement, School (Chap. 8,9,14) |
| 8 | Mar 7 | Assessing Career, Ability, Employment (Chap. 10,11) |
| 9 | Mar 14 | Administration, Interpretation, Reports, Debriefing (Chap. 7,16) Tests in my Practice Due (10%) |
| 10 | Mar 21 | Testing and Observation |
| 11 | Mar 28 | Testing and Observation |
| 12 | Apr 4 | Testing and Observation |
| 13 | Apr 11 | Assessment Issues: Ethics and Diversity (Chap. 15,17) Course Conclusion Assessment Report and Self-Critique Due (30%) |
| | Apr 14 | Ethical Issues with Assessment in my Practice Due (10%) |