

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
ED 5707 – Counselling Psychology: Assessment
Fall 2013
Course Syllabus
Wednesdays, 6:00-8:50
Room: TH 241

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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.

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 Texts:

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

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).

Additional Resources:

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

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. Assessment Research Paper	Oct 30	30%
2. Assessment demonstration & integrated report	Dec 4 (draft Nov 27)	40%
3. Presentation on DSM-5 construct	Variable	20%
4. Quizzes	Variable	10%

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. Assessment Research Paper (30%)

Students will write a 12-15 page paper describing, evaluating, and critiquing 2 common formal assessment tools used to assess a chosen construct. Constructs may include those listed below (for other constructs, students should consult the instructor):

- Depression (Child or Adult)
- Anxiety (Child or Adult)
- Eating disorders
- Child emotional & behavioural Issues
- ADHD (Child or Adult)
- Quality of life
- Personality (Child or Adult)
- PTSD
- Family functioning
- Couples
- Learning disabilities
- Domestic violence
- Addictions
- Anger
- Psychopathology
- Risk of violence
- Stress and burnout
- Vocation

The paper will be graded based on the following criteria:

- Statement of the construct to be measured
- Description of tests
- Administration of tests
- Description of test development/research (including standardization & norms)

- Comprehensive description of psychometrics, including: different types of reliability & validity, reliability and validity coefficients, and interpretation of coefficients
- Comprehensive personal critique of tests (e.g., thoughts on use, evaluation of psychometrics and test development)
- A succinct, clear conclusion summarizing key points of paper and decision on clinical utility of assessment tools
- Quality of writing (incl. spelling, grammar, etc.)
- Adherence to APA style (6th ed.)

2. Assessment demonstration & integrated report (40%)

Students will administer and interpret 2 tests as part of a comprehensive assessment. Students will choose between administering the SCID + 1 self-report measure of choice, or 1 cognitive + 1 academic achievement measure of choice. Raw scores of data will be submitted with the report. In addition to test administration, students will collect background information via interview and note behavioural observations as part of a comprehensive assessment. Students will prepare an integrated assessment report including analysis, interpretations, and recommendations.

Administration of tests will be video recorded. Recordings will be submitted accompanied by a self-evaluation of the test administration. In the self-evaluation, students will outline ways they did and/or did not administer the tests according to standardized procedure using specific, time-referenced examples from the recording.

A draft of the written report will be submitted a week prior to the final report deadline. The instructor will provide constructive feedback on the draft report and students will incorporate that feedback into the final report.

This assignment will be graded on the following criteria:

- Quality of draft written report
- Quality of the final written report
 - referral information
 - client background information
 - behavioural observations
 - description of assessment procedures and tests given
 - description of results and accuracy of scoring
 - interpretation of results
 - recommendations
 - professionally written
 - spelling, grammar, etc.
- Familiarity & comfort with the assessment instruments, and self-evaluation of standardized administration including examples from video

3. Presentation on DSM-5 construct (20%)

In pairs, students will select a DSM-5 diagnosis. In the presentation, students will review the diagnosis and its criteria, analyse its historical development (including criteria from previous DSM editions), and critically evaluate its validity and clinical usefulness. The critical analyses should demonstrate a fair evaluation of strengths and weaknesses, and benefits and costs of the diagnosis. Students will also prepare a 1-2 page (double-sided) point form lay summary of their DSM-5 construct to distribute to students.

4. Quizzes (10%)

Students will complete 5 quizzes through the course of the term. The highest marks on 4 of the quizzes will count toward this component of the course.

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.

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.

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.