

**Counsellor Education Program: Master of Counselling**  
**CAAP 6613: Assessment: Processes and Applications**  
**Summer Term: May - August 2014**  
**Blended Delivery**

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

**Instructor:** Dr. Vic Grossi, Ph. D. R. Psych  
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**Office Hours:** By appointment (please email to arrange)

**\*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

<b>Term:</b>	Summer Term 2014	<b>Credit Hours:</b>	3.0
<b>Prerequisites:</b>	CAAP 6601, (CAAP 601) and CAPP 6605 (CAAP 605)	<b>Contact Hrs:</b>	3-0-0
<b>Equivalents:</b>	CAAP 613 Education 5707		

**Course Description:** This graduate-level assessment course addresses the measurement of characteristics of individuals across the life span and diverse groups in a variety of contexts. Assessment models, psychometric theory and concepts, ethics of testing, and utilization of various classification systems for diagnosing client functioning are discussed. Standardized and non-standardized assessment techniques are examined to measure client change and individual characteristics.

**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 counseling and identify the many different counseling 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 counseling 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 Counseling 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 counseling process.

## Required Readings

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

### Highly Recommended Additions:

American Psychological Association. (2010). *Publications manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: American Psychiatric Publishing.

### 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](http://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)* (2<sup>nd</sup> 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](http://www.cap.ab.ca) and [www.cpa.ca](http://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 Counseling
- 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><b>Part A: Two Standardized Tests Papers</b>            You will write two 8 to 10 page papers on two tests used by psychologists/counsellors to assess clients. One has to be on a client population below the age of 16 and the other has to be on a client population above the age of 18. You do not need to administer these chosen tests to clients but can if you wish or have easy access. <u>Topics should be decided and approved by May 18th.</u> Your paper will focus on <b>describing, evaluating and critiquing two common formal, structured assessment instruments used in clinical practice.</b> Emphasis should be on the implications of results on treatment recommendations. Specific details will be provided first week of class. Papers are <b>DUE June 29th.</b></p>	30 %
<p><b>Part C: In-Class Oral Presentations:</b> You will present an overview of your chosen two tests from Part A in a 15 minute presentation to the class <u>along with a two-page report</u> for the instructor and classmates. Presentation schedule to be developed during online portion of class. <b>DUE during Summer Institute</b> (28 to 31 July)</p>	15 %
<p><b>Past C: Assessment Demonstration &amp; Integrated Report</b>            You will administer and interpret two standardized tests, which you can videotape with two clients. These two tests must be different from your previous chosen tests in Part A above. You will prepare two integrated reports (8 to 10 pages max) of the results and specific treatment recommendations from each of the two assessments. Specific details will be provided first day of class. Final Integrated Report <b>DUE August 5th.</b></p>	35%
<p><b>Weekly Online and In-class Discussion Forum Participation</b></p>	20 %
<p><b>Course Total</b></p>	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.

**Note:** Please obtain written consent when administering any test to a client.

**Also Note:** You are responsible for signing off on all of your work and no outside professional editor to correct research papers is allowed. It is your responsibility to ensure compliance and not pay someone to do your job. You are being graded on your ability to think and write at a graduate level. To have someone do any part of the work for you is in my mind not ethically responsible and can be perceived as cheating.

Please ensure that you have obtained a copy of the most recent Inventory of Tests contained within the U of L test library. Please see Margaret for additional assistance. You need to have this inventory to select the assessment procedures you want to administer.

## 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 <i>[Due Dates]</i>
<b>Lesson 1</b>  <b>Week Date:</b> <b>May 7 - 13</b>	<input type="checkbox"/> Welcome and Introductions <input type="checkbox"/> Course Expectations <input type="checkbox"/> Introduction to Assessment	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapters One and Two
<b>Lesson 2</b>  <b>Week Date:</b> <b>May 14 - 20</b>	<input type="checkbox"/> Statistical Concepts <input type="checkbox"/> Evaluating Tests <input type="checkbox"/> Reliability/Validity <input type="checkbox"/> The Process of Psychometrics	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapters Three to Seven.
<b>Lesson 3</b>  <b>Week Date:</b> <b>May 21 - 27</b>	<input type="checkbox"/> Intelligence Tests <input type="checkbox"/> Achievement Tests <input type="checkbox"/> Aptitude Tests	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapters Eight to 10
<b>Lesson 4</b>  <b>Week Date:</b> <b>May 28 – June 3</b>	<input type="checkbox"/> Career and Employment Assessment <input type="checkbox"/> Personality Assessment	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapters 11, 12  <input type="checkbox"/> <b>Read:</b> Fox, J. & Dayle Jones, K. (2013). <a href="#">DSM-5 and Bereavement: The Loss of Normal Grief?</a> <i>Journal of Counselling and Development</i> , 91, 113-119.

<b>Lesson No./ Week</b>	<b>TOPIC</b>	<b>Reading &amp; Tasks [Due Dates]</b>
<b>Lesson 5</b> <b>Week Date:</b> <b>June 4- 8</b>	<input type="checkbox"/> Report Writing and Communication with Clients <input type="checkbox"/> Clinical Assessment <input type="checkbox"/> Assessment in Education	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapters 13 and 14 <input type="checkbox"/> <b>Test Evaluation Paper DUE June 10<sup>th</sup>.</b>
<b>Lesson 6</b> <b>SI Day 1: July 28</b>	<input type="checkbox"/> Clinical Structured Interview (SCID) <input type="checkbox"/> Student Presentations <input type="checkbox"/> Assessment Issues with Diverse Populations	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapter 15
<b>Lesson 7</b> <b>SI Day 2: July 29</b>	<input type="checkbox"/> Exploring Different Types of Psychometric Batteries <input type="checkbox"/> Effort Testing <input type="checkbox"/> Communication Assessment Results <input type="checkbox"/> Student Presentations	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapter 16
<b>Lesson 8</b> <b>SI Day 3: July 30</b>	<input type="checkbox"/> Ethical and Legal Issues in Assessment <input type="checkbox"/> Student Presentations	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapter 17
<b>Lesson 9</b> <b>SI Day 4: July 31</b>	<input type="checkbox"/> Guest Speaker (Tentative) <input type="checkbox"/> Student Presentations <input type="checkbox"/> Ethical and Legal Issues in Assessment	<input type="checkbox"/> <b>Read:</b> Drummond & Jones Chapter 17
<b>Lesson 10</b> <b>SI Day 5: Aug 1</b>	<input type="checkbox"/> Wrap-Up and Review <input type="checkbox"/> Student Presentations	<input type="checkbox"/> <b>Read: Review specific chapters</b> <input type="checkbox"/> <b><u>Final Demonstration and Integrated Assessment Report DUE Aug. 5<sup>th</sup>.</u></b>

**\*\*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 6<sup>th</sup> 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.