



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

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This course is administered through Moodle. <https://moodle.uleth.ca>

Calendar Description

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 addressed. Standardized and non-standardized assessment techniques are examined to measure client change and individual characteristics.

*Prerequisite(s): Admission to the cohort for which the course is being offered AND
CAAP 6601 (CAAP 601) AND
CAAP 6605 (CAAP 605)*

Academic Accommodations for Students with Disabilities Policy

If you are a student requiring academic accommodations 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 for guidance and assistance.

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 assessment 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 online lecture, activities, and assignments that provide opportunity for integrating theory and developing skills in selecting, administering, and reporting assessment results. The summer institute classes will occur via Zoom.

Overarching Goals

- Develop a sense of the **types of assessments** that can help clients.
- Identify your **competence** in administering and interpreting assessments.
- Identify opportunities for **collaborative practice and referral** so your client's get what they need.
- Understand the **ethical and legal** implications of assessment.
- Understand the role of **diversity** and the limitations of assessment.

<p style="text-align: center;">Topics Covered CACREP Standards 2009</p>	<p style="text-align: center;">Readings W&F – Watson and Flamez Text CAP – College of Alberta Psychologists</p>	<p style="text-align: center;">Assignments/ Assessment</p>
<p>Historical perspectives concerning the nature and meaning of assessment.</p>	<p>W & F – Ch. 1</p>	<ul style="list-style-type: none"> • Instrument Evaluation Paper
<p>Construct understanding and construct development.</p>	<p>Standards for Educational and Psychological Testing Additional Readings in Moodle</p>	<ul style="list-style-type: none"> • Discussion Forum • Instrument Evaluation Paper • Construct Assignment • Instrument Presentation
<p>Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</p>	<p>W & F – Ch. 2</p>	<ul style="list-style-type: none"> • Instrument Evaluation Paper • Instrument Presentation • Quiz
<p>Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).</p>	<p>W & F – Ch. 3 Standards for Educational and Psychological Testing</p>	<ul style="list-style-type: none"> • Instrument Evaluation Paper • Instrument Presentation • Quiz
<p>Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).</p>	<p>W & F – Ch. 4 Standards for Educational and Psychological Testing</p>	<ul style="list-style-type: none"> • Instrument Evaluation Paper • Instrument Presentation
<p>Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</p>	<p>W & F – Ch. 5, 16 Instrument Manuals CAP Standards of Practice</p>	<ul style="list-style-type: none"> • Instrument Evaluation Paper • Instrument Presentation • Discussion Forum • Self Competency Assessment

Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.	W & F – Ch. 7, 8, 9, 11, 13 Instrument Manuals	<ul style="list-style-type: none"> • What's in a Construct? • Instrument Evaluation Paper • Instrument Presentation • Discussion Forum • Mock Assessment Report • Quiz
Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	W & F – Ch. 15	<ul style="list-style-type: none"> • Instrument Evaluation Paper • Instrument Presentation • Discussion Forum • Mock Assessment Report

Course Materials

Required Readings:

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

Required Resource Materials:

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

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

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

Additional resources/readings will be posted on Moodle.

Grading Guidelines

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
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

Note: Any course with a grade of less than **B-** cannot be considered for credit in a Faculty of Education **master's** level program. Any course with a grade of less than **B** cannot be considered for credit in a Faculty of Education **doctoral** level program.

Course Assignments and Evaluation

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided on the course Moodle for all assignments.

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 7th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. Assignments requiring APA formatting are noted in the assignment descriptions.

1. Discussion Forum Participation Paper: 10%

Due: July 25

Throughout the online component of the course, you will participate in the online discussion forums related to readings and the presented videos profiling counselling assessment practice. Following the final discussion forum, you will complete a three page reflection paper wherein you review your discussion forum participation, summarize your contributions, evaluate your participation relative to the participation criteria provided, and demonstrate what you learned. APA formatting required.

2. What's in a construct?: 10%

Due: May 31

In this assignment, you will choose a construct related to counselling and demonstrate your understanding of construct development by completing the table provided in Moodle describing a construct and differentiating it from related construct. You demonstrate how this applies to counselling assessment by providing a list of instruments that purport to measure the construct.

3. Quizzes: 15%

Due: See Schedule

- Quiz 1: 5% – Online, Basic Statistics
- Quiz 2: 5% – Online, Reliability and Validity
- Quiz 3: 5% – Online, Cognitive Assessment

4. Instrument Presentation: 15%

Due: On the day of the presentation

Objective: share one instrument (it can be but does not need to be the same as that chosen for the “Instrument Evaluation Paper”) with the rest of the class. The presentation will include: a description of the instrument, discussion of it's uses in assessment and/or counselling, critique of its psychometric properties and the implications of those properties on the ethical use of the instrument in practice.

- Each presentation will be 15 minutes long (10 minute presentation, 5 minutes for practice/demonstration of use and/or scoring)
- You will facilitate a discussion about the presentation in Moodle, completing additional research as necessary to answer the questions from your colleagues and the instructor
- **Grading Guide provided in Moodle**

4. Instrument Evaluation Paper: 15%

Due: June 15

In a 5 – 6 page paper, you will demonstrate your ability to choose and describe, evaluate, and critique two formal assessment instruments used in counselling practice. 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, level of qualification, and

provide a critical evaluation of the degree to which the instruments reliably and validly measure the construct. You will critically evaluate two formal assessment instruments, demonstrating your understanding of the standards for assessment presented in the course material including:

- Why construct clarity is important for demonstrating that instruments measure the construct they purport to measure.
- Criteria for providing evidence regarding the extent to which an instrument measures what it purports to measure (validity) and the consistency with which it does so (reliability)
 - Cite scholarly research and identify gaps in the evidence
- Identify the ways in which the instrument is used in counselling practice and your evaluation of whether the research available supports these uses. You will also identify ethical and legal consequences of use and misuse.

6. Mock Assessment Report: 30%

Part 1 Due: June 15

Part 2 draft Due: July 4

Part 2 Due: July 31

The final assignment in this course is a mock assessment. This is an assessment that you will complete based on one of the provided mock client profiles. A colleague in your class will be your mock client. While your role as a mock client for a colleague is not evaluated, it is an important part of the assignment. In your role as a mock client, you will develop an understanding of the process of assessment from the client's perspective by acting as the mock client for your partner's assessment. If the assessment requires interview with more than one client (e.g. student, parent, teacher) your colleague can do all of the roles or you can select another colleague to do additional roles or request the TA to do one of the roles.

You will complete a mock assessment with a classmate based on a client profile provided.

Part one: based on the client profile, you will complete and submit the first half of your mock assessment report (everything up to the results section). Based on the reason for referral and client profile, plan for your client interview(s) by:

1. Identifying questions that will give you a thorough understanding of the client's relevant background, symptoms, and goals.
2. Plan your interview, including discussion of consent, the process and goals of the assessment and outcomes including what the report will include and who it may be shared with and why
3. Be prepared to complete a suicide risk assessment in this interview if it is necessary.

Then, complete the assessment interview using a videoconferencing option available to you (e.g. FaceTime, free zoom). If none is available to you, please contact the instructor and a zoom space/time will be made available to you.

Based on the client interview(s):

1. Write the first half of the report including relevant background information, client history, and symptoms
2. List and describe the instruments that will be used in the assessment

Submit part one to the instructor for review and approval.

Part two: You will demonstrate your understanding of standardized assessment administration procedures by conducting a mock assessment by administering the assessment instruments, scoring

and interpreting the results, writing a summary that specifically addresses the reason for referral, and provide recommendations relevant to the reason for referral.

The assessment report will be formatted similarly to the sample template provided and will include the following:

- Clear organization, style, and formatting
- Description of client background and reason for assessment
- Description of the assessment instruments and constructs
- Assessment results and interpretations
- Conclusions and recommendations

7. Self Competency Analysis: 5%

Due: Last day of Summer Institute

- Based on what you have learned in this course about what is required to develop competence in administering and interpreting assessments, complete the competency guide (provided).
- You will critically examine your own training and experience and create a learning plan that outlines your plans to continue to develop competence in the areas of assessment you plan to practice.
- This is an “in-class activity” that you will hand in at the end of the class.
- Grading is not based on the number of areas you claim competence, but rather on your ability to demonstrate that you understand qualification levels and how to document appropriate evidence to support competence or non-competence (the criteria for competence will be different for different areas of assessment) and provide a clear outline for ongoing professional development.

Notes:

Further information and guidance with respect to the course requirements, including grading outlines, will be provided during class.

Late assignments will lose 2% per calendar day, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances.

Course Schedule

For the specific dates of each week and the Summer Institute, please refer to the summer course information provided by the Program Specialist. If you have not yet received the summer course information, it will be provided in a timely manner prior to the beginning of the course.

Online delivery	Topics: Readings W&F – Watson and Flamez Text	Assessment of Learning
Week 1 May 11 – 15	<ul style="list-style-type: none"> • Introduction to Assessment: W & F – Ch. 1 • Basic Statistical Concepts: W & F – Ch. 2 	<ul style="list-style-type: none"> • Quiz 1 • Discussion Forums
Week 2 May 18 – 22	<ul style="list-style-type: none"> • Reliability: W & F – Ch. 2 • Validity: W & F – Ch. 3 	<ul style="list-style-type: none"> • Quiz 2 • Discussion Forums
Week 3 May 25 – 29	<ul style="list-style-type: none"> • Construct development • Selecting, Administering, and Reporting Assessment Results: W & F – Ch. 5 	<ul style="list-style-type: none"> • “What’s in a Construct?” PEER FEEDBACK • What’s in a Construct?

Week 4 June 1 – 5	<ul style="list-style-type: none"> • Cognitive Assessment: W & F – Ch. 7 • Cultural Considerations and Limitations: W & F – Ch. 15 	<ul style="list-style-type: none"> • Quiz 3 • Discussion Forums
Week 5 June 8 – 12	<ul style="list-style-type: none"> • Legal and Ethical Issues in Assessment: W & F – Ch. 16 • Integrating Assessment in Counselling Practice: W & F – Ch. 6 	<ul style="list-style-type: none"> • Discussion Forums • Instrument Evaluation Paper • Mock Assessment Report: Part 1
Week 6 June 22 – 26	<ul style="list-style-type: none"> • Behavioural Assessment: W & F – Ch. 11 • Achievement and Aptitude Assessment: W & F – Ch. 8 	<ul style="list-style-type: none"> • Discussion Forums
Week 7 June 29 – July 3	<ul style="list-style-type: none"> • Report Writing and Debriefing: W & F – Ch. 5 • Risk Assessment: W & F – Ch. 13 	<ul style="list-style-type: none"> • Discussion Forums
Week 8 July 20 - 24	<ul style="list-style-type: none"> • Feedback Informed Treatment • Consultation about mock assessment 	<ul style="list-style-type: none"> • Discussion Forums • Discussion Forum Participation Paper
Summer Institute July 6 - 10 Synchronous Zoom sessions Monday – Friday, 1 – 4pm	Topics	Assessment of Learning
Day 1 Synchronous Zoom session 1 – 4pm	<ul style="list-style-type: none"> • Instrument Presentations • Integrating Assessment into Counselling: W & F – Ch. 6 • TBA 	
Day 2 Synchronous Zoom session 1 – 4pm	<ul style="list-style-type: none"> • Instrument Presentations • Instrument Scoring and Interpretation • TBA 	
Day 3 Synchronous Zoom session 1 – 4pm	<ul style="list-style-type: none"> • Instrument Presentations • Debriefing Assessment • TBA 	
Day 4 Synchronous Zoom session 1 – 4pm	<ul style="list-style-type: none"> • Instrument Presentations • LAB: Debriefing • TBA 	
Day 5 Synchronous Zoom session 1 – 4pm	<ul style="list-style-type: none"> • <i>Self Competency Assessment (Lab)</i> 	<ul style="list-style-type: none"> • Mock Assessment Report Part 2 • Self Competence Assessment Due

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/sgs/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.

Student Conduct

Sample: Students are subject to the student discipline policy for academic and non-academic offences in accordance with the [University Calendar](#).

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/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

Academic Honesty

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.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Privacy and Confidentiality

- Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information about others in our dialogue.
- The personal information your classmates and instructor disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.
- Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- 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.
- 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.