University of Victoria  
Faculty of Education  
Department of Educational Psychology & Leadership Studies  

Assessment in Counselling  
ED-D 514 (A01) Fall 2013 (1.5 units) (CRN 11134)  
TUESDAY 1630 – 19:20  
Class location: Mac D109

Instructor: Bruce Monkhouse, Ph.D. 
Office: MacLaurin: Mac A361  
Office Hours: Monday – 15:30 1630  
or by Appt.  
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E-mail: bwmonk@shaw.ca

University Calendar Course Description  
The use of testing, diagnosis, and other aspects of assessment within a counselling perspective for adults, adolescents, and children. Topics addressed include: basic concepts in assessment, the relationship between counselling and assessment, ethical issues, diversity, reliability and validity, test selection and administration, test evaluation, a variety of assessments and assessment reports.

Course Objectives

- Define assessment and understand its role in the professions of counselling and counselling psychology.
- Outline the relationship between testing, assessment, and counselling practice.
- Identify psychological tests commonly used in counselling practice for use with children, adolescents, and adults.
- Evaluate the quality, psychometric characteristics, and appropriateness of psychological tests commonly encountered in counselling practice.
- Define and differentiate between clinical, personality, behavioural, and career assessment.
- Identify and obtain multiple sources of assessment information (e.g., testing, DSM diagnosis, mental status examinations, history interview).
- Integrate assessment information from several different sources into a report.
Course Expectations and Class Format

The format of the class involves reading relevant academic and practice-based journal articles and book chapters, actively participating in lectures and discussions, and fully engaging in the experiential aspect of training, including applying learned knowledge to case studies and attending guest speakers’ lectures on particular topics. You are expected to complete all assigned readings and actively participate in class discussions and activities to the best of your ability.

You are also expected to complete all assignments in an academically rigorous fashion according to the guidelines listed in this syllabus. Assignments are due by 3:00pm on their respective due dates. If you are unable to submit your assignments on time, you need to contact the instructor 24 hours prior to the due date to set up a revised due date, and to provide a medical note or a note of family affliction. Late submission without such notes will be penalized 10% a day.

All assignments are expected to be referenced according to the Publication Manual of the American Psychological Association (5th edition). Marks may be deducted for not adhering to APA formatting appropriately. Assignments with very significant formatting errors (or not APA formatted at all) may also be returned unmarked and must then be revised and resubmitted (with marks deducted). Assignments judged by the instructor to be unsatisfactory in terms of academic rigour or that do not meet the guidelines listed in this syllabus may be returned unmarked for revision prior to resubmission.

As this course is offered as part of a professional training program in counselling, students are expected to conduct themselves in a professional and ethical manner consistent with the Canadian Counselling Association Code of Ethics and or the Canadian Code of Ethics for Psychologists: Third Edition (available free of charge on-line). You are invited to review this document after the first class. Failure to demonstrate adequate professional or ethical behaviour may result in the student being asked to leave the class or the entire course.

Required Readings

Assessment in Counselling – Course Pack

Additional Fees -
Additional course handouts/readings may be provided and you may be required to pay for photocopies of them. Costs will also be incurred for psychological tests and testing materials through the Resource room (Mac A425)
Course Evaluation

1. Class Discussion Participation (10% of the final grade)
Each week there will be assigned readings and questions/issues for discussion in class. Class members are expected to complete assigned readings and come to class well-prepared. Class members are also expected to actively participate in the discussion.

2. Facilitation of Class Discussion (20% of the final grade)
The opportunity for students to teach their peers is a valuable component of graduate level training. While co-facilitating class discussions, students can share what they have learned from a different perspective than their peers and the instructor. As an instructor, I gain a closer look at what students have learned and how I can supplement students’ learning using my own expertise.

During the first week of the class, you will sign up for the topic you are interested in co-leading with the instructor. You need to come to the class well-prepared, which involves completing assigned readings thoroughly, documenting your own reflections about these readings, generating balanced critiques of these readings (e.g., strengths and weaknesses of particular assessment approach), and suggest possible other assessment or counselling implications stemming from the assigned readings. As well, you may include additional readings of your choosing if you have material that you believe would be pertinent. You need to present to the class a minimum of two reflective, thought-provoking questions based on the assigned readings. These questions aim at engaging members of the class in an exchange of their reactions and reflections on the topic in hand. You will be graded on your grasp of the materials (e.g., judged by the reflections you shared with the class), the thoughtfulness of the two questions you prepare, and how effectively you facilitate the discussion among class members (e.g., respectfully encouraging equal participation of all class members; eliciting different perspectives on the same issue; efficiently summarizing class members’ comments and providing linking comments between members).
When you co-facilitate the group discussion, use the reflective questions to engage the class. You may want to share your reflections on the readings in order to elicit insights that other class members may have had as they read and reflected upon the readings. For example, you may discuss how the readings have provided you with new knowledge and insights about how you might assess a client’s personality traits. Examples from your experience could be followed by asking members of the class to describe their own related experiences.

Note that there may be more than one class member facilitating the discussion (depending on the class size). In that case, you are encouraged to work in a pair. Before the group starts, you need to provide the instructor with a detailed break-down of each member’s contribution to this assignment. Except in exceptional circumstances, both students in a pair will be assigned the same grade for this activity (although a member’s grade can be lowered or raised if s/he completes a disproportionately high or low amount of the work).

3. Intake Assessment Report (Due Date: October 29; 30% of final grade)

Part A: Mock-Client Character Sketch and Participation (5% of the grade)
During the second class, you will be paired up with a classmate to complete this assignment. You will be the “mock” client for your classmate partner who will be the counsellor of your client. Your classmate partner will portray a mock client for you to work as a counsellor. Complete a two-page double-spaced summary of this character taking into account information that can be obtained from an intake interview for a client that is typically seen in a community mental health setting. Bring this summary to the mock-client interview that your classmate partner will be conducting with you as a counsellor and that you will be “acting” as the mock-client character you portray. You also need to provide a hardcopy to your classmate after the interview and s/he will submit this summary along with their report.

Part B: Intake Interview and Assessment Report (25% of the grade)
With your classmate partner who will portray to be a mock client for you, you complete a thorough client history (sample intake forms available in the readings), standardized mini-mental state examination, mental status examination, suicide risk assessment, DSM-based diagnostic conclusions on all five axes, and treatment considerations/recommendations. After gathering this information, write up an interview report (6-8 pages; single spaced).

When you submit your assignment, include the following: a copy of the questions you prepared for your mock-client, a copy of the character summary your partner provided at the end of the interview, and a copy of the summary for the character of the mock-client you portray as an interviewee for one of your classmates, and a copy of your report.

4. “My Testing Library” Project (Due Date: Nov 26; 40% of the final grade)

Part A: Construction and Preparation (30%)
Prepare a “personal testing library” for your intended work as a Psychologist/Counsellor. Entitle your paper, “A Personal Testing Library for My Work as a XXX (e.g., Child and Youth Psychologist; Forensic Psychologist, Educational Psychologist, Marriage and Family Counsellor; Mental Health counsellor) in a XXX (e.g., community agency; private practice; elementary school; or wherever is appropriate).” Start your paper with a general description about the type of counsellor/Psychologist you intended to become, the setting in which you intended to work, the type of counselling services you intended to provide, and the nature of the clientele you intended to serve.
You then describe how you would assess two of the following major assessment categories: achievement, intelligence/aptitude, personality or interests, violent recidivism, sexual offending, career, couples/families, and counselling outcome. In your description, you need to select one measure that can be used to assist you to assess both of your chosen categories and then do a summarized test review on each of the two tests. You may incorporate the information from the test manual and any other published literature. Please note that, if you choose to use the test manuals in the Resource room (Mac A425), please be aware that there is often one week limit on borrowing these tests and that you may need to coordinate with one another as there is often only one copy of each of the test manuals. Your test review should include: a description of how this measure is relevant to your intended work and to the assessment categories you choose to include in your testing library, a description of the test (e.g., example item; administration; scoring; interpretation; publisher or source of reference; cost; user qualification if indicated), information on its reliability and validity, interpretative guides of the test, and advantages and disadvantages for its use in your intended counselling practice.

Lastly, you need to discuss how you can incorporate non-traditional assessment measure or strategy in your intended work; that is, one is other than traditional “paper-and-pencil test” (e.g., behavioural observation; drawing technique; genogram). Therefore, rather than thinking of assessment approach in relation to specific categories (e.g., career), you need to think the role of non-traditional assessment approach in your testing library. If one of the test reviews is about a non-traditional assessment measure or strategy, then you need to discuss how another assessment measure or strategy (traditional or not) can be incorporated to strengthen your assessment approach. If both of your test reviews are non-traditional, you are required to include and review one traditional paper-and-pencil test. Your overall report should be 12-15 page long, plus references (APA format).

Part B: Test Review Presentation (10%)
During the last day of the class, you will provide a 10-15 minute presentation about your “testing library” project. You will be graded on the content covered, the effectiveness of your presentation, your grasp of the materials as judged by responses to questions, the scholarliness of your handout, and the sufficiency in terms of covering materials within your time limit. Due to numerous presentations scheduled on the same day, the time limit will be strictly enforced.
### Tentative Class Topics Schedule

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1 (Sept 10)</td>
<td>Introduction: Review Course Outline; Course expectations</td>
<td>Freedman and MacDonald, Whaley, Wong</td>
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<tr>
<td>Week 2 (Sept 17)</td>
<td>Assessment Overview – Presenter: Dr. Bruce Monkhouse</td>
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<tr>
<td>Week 3 (Sept 24)</td>
<td>History, Ethics, Diversity, Reliability and Validity, Mental Status Exam Presenter: Dr. Bruce Monkhouse</td>
<td>CCA Standards of Practice/ Ethics Code Polanski and Hinkle, Pettifor</td>
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<tr>
<td>Week 4 (Oct 1)</td>
<td>Clinical Assessment: Suicidality Forensic Report Writing Presenter: Dr. Bruce Monkhouse</td>
<td>Schwartz and Roberts</td>
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<tr>
<td>Week 5 (Oct 8)</td>
<td>Strength Based Assessment Presenter: Dr Bruce Monkhouse</td>
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<tr>
<td>Week 6 (Oct 15)</td>
<td>Clinical Assessment: Issues in clinical, community and private practice Topics to be determined by presenters</td>
<td>Groth-Marnat and Horvath Gonzalez, Biever and Gardner</td>
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<tr>
<td>Week 7 (Oct 22)</td>
<td>Issues in Family and Couples Assessment and Treatment Topics to be determined by Presenters</td>
<td>Eppler and Weir</td>
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<tr>
<td>Week 8 (Oct 29)</td>
<td>Issues in Achievement, Intelligence and Aptitude assessment Topics to be determined by Presenters</td>
<td>Darou Gottfredson and Saklofske</td>
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<tr>
<td>Week 9 (Nov 5)</td>
<td>Assessment: Issues Career and Vocational assessment Topic to be determined by Presenters Intake assessment report due</td>
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<td>Week 10 (Nov 12)</td>
<td>Holiday - Reading Week</td>
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<tr>
<td>Week 11 (Nov 19)</td>
<td>Assessment: Issues: Counselling Suitability; Outcome Evaluation Topic to be determined by Presenters Issues: Theoretical models of assessment Topic to be determined by Presenters</td>
<td>Wong</td>
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<tr>
<td>Week 12 (Nov 26)</td>
<td>Issue: Educational and Academic Assessment Topic to be determined by Presenters</td>
<td>Erford Cha 14; Tharinger and Finn</td>
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<tr>
<td>Week 13 (Dec 3)</td>
<td>Report Writing; Feedback Provision Testing library project Due</td>
<td>Michaels</td>
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Note: The instructor reserves the right to make minor changes to the course syllabus during the semester to accommodate instructional or student needs and that students will be notified of any such changes during class time.

*The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members. You are expected to comply with all regulations set out in the University of Victoria calendar, including the “Policy on Academic Integrity” that covers plagiarism, multiple submissions of assignments, falsifying materials subject to academic evaluation, cheating on assignments/tests/examinations, and aiding others to cheat.*