

Subject Description Form

Subject Code	APSS5621														
Subject Title	Counselling Assessment and Measurement														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite / Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper (Assessment Report)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Presentation on Project</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Reflection Paper (Self Administration of Tests)</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject. Students who failed to contribute equally to the group presentation as evaluated by a group contribution form would receive a deduction of a subgrade from their group grade. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper (Assessment Report)	50%	0%	2. Seminar Presentation on Project	0%	30%	3. Reflection Paper (Self Administration of Tests)	20%	0%
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Objectives	<p>The subject examines both theories and applications of psychological assessment and measurement in counselling. It involves the conceptual issues, such as reliability, validity, and test analysis, and the practical applications of measurement and classical assessment tools.</p> <p>The design of the subject is to enable students to:</p> <ol style="list-style-type: none"> Acquire knowledge regarding the most up-to-date trends, conceptual issues, development of tools, and ethical issues in counselling assessment; 														

	<ol style="list-style-type: none"> 2. Comprehend the strengths and weaknesses of the art in counseling assessment and measurement; and 3. Develop a critical and imaginative mind in understanding human behavior in an objective and systematic way.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the various approaches to counselling assessment in a professional and ethical manner; b. Integrate effectively test results and clinical findings during assessment; c. Make appropriate use of assessment results in treatment plans and evaluation; d. Understanding the diagnostic process and utilization of DSM-5 for mental health assessment ; e. communicate assessment results competently and report writing; f. Identify critical issues involved in counselling assessment and measurement.
Subject Synopsis / Indicative Syllabus	<ol style="list-style-type: none"> 1. Goals, Objectives and Context of Counselling Assessment; 2. Objective Test: Standardization and Psychometric concepts; 3. Assessment Procedures; Clinical Interview, Conceptualization and Treatment Planning; 4. Objective Tests: Test Standardization & Psychometrics 5. Process using DSM-5; Screening and Diagnostic Tests; 6. Mental Status Exam; 7. Projective Techniques; 8. Risk Assessment; 9. Personality Assessment; 10. Ethical and Practical Issues relating to Psychological Assessment.

Teaching / Learning Methodology	Classroom teaching by lecturer will go parallel with learning through hands-on experience by students in order for students to gain direct experiences in conducting counselling assessment and measurement. The lecturer will analyze and re-examine the major steps of how existing assessment tools are conducted and highlight their methodological issues. In addition, students will be required, by means of seminar assignments, to critically examine critical issues involved in counselling assessment. Hence, students' active participation and efforts will be an integral part of the teaching and learning strategy.																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="451 590 1448 1234"> <thead> <tr> <th data-bbox="451 590 740 768" rowspan="2">Specific assessment methods / tasks</th> <th data-bbox="740 590 906 768" rowspan="2">% weighting</th> <th colspan="5" data-bbox="906 590 1448 695">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="906 695 1010 768">a</th> <th data-bbox="1010 695 1117 768">b</th> <th data-bbox="1117 695 1224 768">c</th> <th data-bbox="1224 695 1331 768">d</th> <th data-bbox="1331 695 1448 768">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 768 740 873">1. Term Paper (Assessment report)</td> <td data-bbox="740 768 906 873">50%</td> <td data-bbox="906 768 1010 873">√</td> <td data-bbox="1010 768 1117 873">√</td> <td data-bbox="1117 768 1224 873">√</td> <td data-bbox="1224 768 1331 873">√</td> <td data-bbox="1331 768 1448 873">√</td> </tr> <tr> <td data-bbox="451 873 740 1020">2. Seminar Presentation on Project</td> <td data-bbox="740 873 906 1020">30%</td> <td data-bbox="906 873 1010 1020">√</td> <td data-bbox="1010 873 1117 1020">√</td> <td data-bbox="1117 873 1224 1020">√</td> <td data-bbox="1224 873 1331 1020">√</td> <td data-bbox="1331 873 1448 1020">√</td> </tr> <tr> <td data-bbox="451 1020 740 1167">3. Reflection Paper (Self administration of test)</td> <td data-bbox="740 1020 906 1167">20%</td> <td data-bbox="906 1020 1010 1167">√</td> <td data-bbox="1010 1020 1117 1167">√</td> <td data-bbox="1117 1020 1224 1167">√</td> <td data-bbox="1224 1020 1331 1167"></td> <td data-bbox="1331 1020 1448 1167">√</td> </tr> <tr> <td data-bbox="451 1167 740 1234">Total</td> <td data-bbox="740 1167 906 1234">100%</td> <td colspan="5" data-bbox="906 1167 1448 1234"></td> </tr> </tbody> </table> <p data-bbox="451 1308 1448 1377">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="451 1398 1448 1467">Assessment of the course will be based on the following 3 assignments / exercises:</p> <ul style="list-style-type: none"> <li data-bbox="496 1524 1448 1738">i) Students will be required to submit a term paper focusing on integrating the conceptual and practical issues in the practice of assessment by writing an assessment report which involve conducting and integrating data from a clinical interview, administering projective and objective tests for case conceptualization. <li data-bbox="496 1780 1448 1883">ii) Seminar presentation on the assessment of a specific mental disorder. The presentation will include a case study and discuss the assessment process, tools used, and other methods for ascertaining 					Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Term Paper (Assessment report)	50%	√	√	√	√	√	2. Seminar Presentation on Project	30%	√	√	√	√	√	3. Reflection Paper (Self administration of test)	20%	√	√	√		√	Total	100%					
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	<p>the presence of the disorder.</p> <p>iii) A reflective paper on self- understanding based on the completion of a number of self-administered tests. The exercise will facilitate students understanding the process of using psychometric tests for self-understanding.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Reading prescribed book chapters and articles	30 Hrs.
	▪ Viewing prescribed assessment manuals & practice	15 Hrs.
	▪ Preparing for Presentation	25 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Whiston, S.C. (2010). <i>Principles and applications of assessment in counseling</i>. Belmont, Calif.: Thomson/Brooks/Cole.</p> <p><u>Supplementary</u></p> <p>American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition: DSM-5</i>. Arlington, VA: American Psychiatric Publishing.</p> <p>Billington, T. (2006). <i>Working with children : assessment, representation and intervention</i>. London: Thousand Oaks, Calif.: SAGE.</p> <p>Drummond, R.J., & Jones, K.D. (2006). <i>Assessment procedures for counselors and helping professionals</i>. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.</p> <p>Erford, B.T. (2006). <i>Counselor's guide to clinical, personality, and behavioral assessment</i>. Boston: Lahaska Press: Houghton Mifflin Co.</p> <p>Erford, B.T. (2007). <i>Assessment for counselors</i>. Boston, MA: Houghton Mifflin.</p>	

Johnson, R.W. (2007). *Assessment in counseling : a guide to the use of psychological assessment procedures*. American Counseling Association.

Jongsma, Arthur E. (2014). *The Complete Adult Treatment Planner: Includes DSM 5 Updates*. Wiley Press. 3. Nussbaum, A. M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing.

Milner, J., & O'Byrne, P. (2004). *Assessment in counselling : theory, process and decision-making*. Basingstoke; New York, N.Y.: Palgrave Macmillan.

Pomeroy, E. (2015). *The Clinical Assessment Workbook*. Cengage Learning. Boston, Ma.

Pope-Davis, D.B., & Coleman, H.L.K. (1997). *Multicultural counseling competencies : assessment, education and training, and supervision*. Thousand Oaks, Calif.: Sage Publications.

Osborn, D.S., & Zunker, V.G. (2006). *Using assessment results for career development*. Belmont, CA: Thomson/Brooks/Cole.

Watkins. C.E., & Campbell, V.L. (2000). *Testing and assessment in counseling practice*. Mahwah, N.J.: L. Erlbaum Associates.