

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</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</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. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	0%	2. Seminar Presentation on Project	0%	30%	3. Reflection Paper	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"> 1. Acquire knowledge regarding the most up-to-date trends, conceptual issues, development of tools, and ethical issues in counselling assessment; 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	<p>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</p>

	participation and efforts will be an integral part of the teaching and learning strategy.						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term Paper	50%	√	√	√	√	√
	2. Seminar Presentation on Project	30%	√	√	√	√	√
	3. Reflection Paper	20%	√	√	√		√
Total	100%						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment of the course will be based on the following 3 assignments / exercises:</p> <ul style="list-style-type: none"> 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. 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 the presence of the disorder. 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. 							

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> <p>Johnson, R.W. (2007). <i>Assessment in counseling : a guide to the use of psychological assessment procedures</i>. American Counseling Association.</p> <p>Jongsma, Arthur E. (2014). <i>The Complete Adult Treatment Planner: Includes DSM 5 Updates</i>. Wiley Press. 3. Nussbaum, A. M. (2013). <i>The Pocket Guide to the DSM-5 Diagnostic Exam</i>. Arlington, VA:</p>	

American Psychiatric Publishin

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.