

## Subject Description Form

<b>Subject Code</b>	APSS5621														
<b>Subject Title</b>	Counselling Assessment and Measurement														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">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 and Project</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>the grade is calculated according to the percentage assigned;</li> <li>the completion and submission of all component assignments are required for passing the subject; and</li> <li>student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	0%	2. Seminar Presentation and Project	0%	30%	3. Quiz	20%	0%
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<b>Objectives</b>	<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"> <li>1. Acquire knowledge regarding the most up-to-date trends, conceptual issues, development of tools, and ethical issues in counselling assessment;</li> <li>2. Comprehend the strengths and weaknesses of the art in counseling assessment and measurement; and</li> </ol>														

	3. Develop a critical and imaginative mind in understanding human behavior in an objective and systematic way.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the various approaches to counselling assessment in a professional and ethical manner;</li> <li>b. Integrate effectively test results and clinical findings during assessment;</li> <li>c. Make appropriate use of assessment results in treatment plans and evaluation;</li> <li>d. Report and communicate assessment results competently; and</li> <li>e. Identify critical issues involved in counselling assessment and measurement.</li> </ol>
<b>Subject Synopsis / Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Goals, Objectives and Context of Counselling Assessment;</li> <li>2. Test Validity and Reliability;</li> <li>3. Assessment Procedures;</li> <li>4. Test Standardization;</li> <li>5. Interpreting Test Scores and Norms;</li> <li>6. The Nature of Intelligence and its Appraisal;</li> <li>7. Personality Assessment;</li> <li>8. Occupational Applications of Assessment;</li> <li>9. Achievement and Aptitude Tests;</li> <li>10. Ethical and Practical Issues relating to Psychological Assessment.</li> </ol>
<b>Teaching / Learning Methodology</b>	<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 participation and efforts will be an integral part of the teaching and learning</p>

	strategy.						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	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 and Project	30%	√	√	√	√	√
	3. Quiz	20%	√	√	√		√
Total	100%						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment will be based on seminar presentation of issues in counselling assessment and measurement chosen by the students and their participation in discussion. Students will be required to submit a term paper to critically examine the conceptual and practical issues in the practice of assessment. A quiz will be built in as one of the assessment tools.</p>						
<b>Student Study Effort Expected</b>	<b>Class contact:</b>						
	▪ Lecture						27 Hrs.
	▪ Seminar						12 Hrs.
	<b>Other student study effort:</b>						
	▪ Reading prescribed book chapters and articles						30 Hrs.
	▪ Viewing prescribed assessment manuals & practice						15 Hrs.
	▪ Preparing for Presentation						25 Hrs.
	<b>Total student study effort</b>						109 Hrs.
<b>Medium of Instruction</b>	English supplemented with Chinese						

<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Whiston, S.C. (2010). <i>Principles and applications of assessment in counseling</i>. Belmont, Calif.: Thomson/Brooks/Cole.</p> <p><b><u>Supplementary</u></b></p> <p>Billington, T. (2006). <i>Working with children : assessment, representation and intervention</i>. London: Thousand Oaks, Calif.: SAGE.</p> <p>Drummond, R.J., &amp; 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>Milner, J., &amp; O'Byrne, P. (2004). <i>Assessment in counselling : theory, process and decision-making</i>. Basingstoke; New York, N.Y.: Palgrave Macmillan.</p> <p>Pope-Davis, D.B., &amp; Coleman, H.L.K. (1997). <i>Multicultural counseling competencies : assessment, education and training, and supervision</i>. Thousand Oaks, Calif.: Sage Publications.</p> <p>Osborn, D.S., &amp; Zunker, V.G. (2006). <i>Using assessment results for career development</i>. Belmont, CA: Thomson/Brooks/Cole.</p> <p>Watkins. C.E., &amp; Campbell, V.L. (2000). <i>Testing and assessment in counseling practice</i>. Mahwah, N.J.: L. Erlbaum Associates.</p>