

EGC 542: Assessment and Evaluation in Counselling

School of Education and Leadership

3 Credits

Effective Date (first date to be offered, 1/1/2022)

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Students explore comprehensive assessment practices and gain knowledge of assessment in areas of school-based mental health, behaviour, academic performance, high-risk situations, and identifying strengths/resources. Holistic assessment models, semi-structured interview protocols, the use of screening tools and their limitations, and collaboration in assessment practices will be covered in addition to ethical, legal, and cultural diversity considerations.

Students will also examine essential components of suicide risk assessments along with accompanying attitudes, values, and beliefs pertaining to suicide awareness.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Examine comprehensive assessment practices, holistic models of assessment, and semi-structured interview protocols
- Explore the link between comprehensive assessment practices, case conceptualization, and appropriate counselling intervention plans/student support plans
- Examine and integrate essential components of suicide awareness and apply suicide risk assessment protocols
- Integrate and apply a child and adolescent interview protocol with associated screening questions as part of a comprehensive assessment process
- Apply a comprehensive assessment process (including screening tools) to evaluate student’s mental health
- Analyze and apply various concepts and limitations related to various assessment instruments

Core Concepts, Knowledge, and Skills

- Various assessment instruments, including norm-referenced, diagnostic, achievement, cognitive, attitudinal, and criterion-referenced etc.
- Three-level classification system (A, B, C) for utilizing and acquiring assessment tools within scope of practice
- Evaluating student risk factors to guide case conceptualization
- Cultural and diversity factors in assessment processes
- Legal and ethical considerations in assessment of children and youth in a school setting

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Comprehensive Assessment Analysis	30
Applied Comprehensive Assessment Practices	30
Suicide Risk Assessment	30
Participation and Engagement	10
TOTAL	100%

Comprehensive Assessment Analysis (30% of Final Grade)

In this assignment, Students will consider and examine the concept of comprehensive assessment in the context of a school-based ecological perspective (how a K-12 student's social context and community affect their experience in schools and ability to achieve academically). Students will explore examples of comprehensive assessment models and will reflect upon the function of screening tools/testing instruments within the broader comprehensive assessment framework and per relevant developmental, social-emotional, and cultural diversity considerations.

Grading criteria	% of Grade
Ability to apply and integrate theory and concepts	40
Analysis	40
Relevant and appropriate integration of diversity considerations	20
TOTAL	100%

Applied Comprehensive Assessment Practices (30% of Final Grade)

Students will practice using the Child and Adolescent Interview Protocol and associated screening tools in role play. Students will then identify and review a screening or assessment tool that could be used to screen for issues commonly identified in school settings. Typically, this would be a common Level A/B screening tool approved for use by Master-level Counsellors. Alternatively, students could choose to review a Level C psychological and psychoeducational assessment measures that are utilized in school districts by District School Psychologists.

<i>Grading criteria</i>	<i>% of Grade</i>
Application of comprehensive assessment practices through role play	20
Completeness and accuracy of required information in assignment	50
Reflection and analysis component	30

Suicide Risk Assessment (30% of Final Grade)

Using their own school district risk assessment protocols or one provided by the Instructor, students are asked to participate in role plays simulating different levels of suicide risk to gain experience conducting a suicide risk assessment. This will be followed up by a written assignment provided by the Instructor.

<i>Grading criteria</i>	<i>% of Grade</i>
Completeness and accuracy of required information in assignment	35
Self-reflection component	30
Follow-up recommendations	35
TOTAL	100%

Participation and Engagement (10% of Final Grade)

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

Components	% of Grade
Participation and Engagement <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	100%
TOTAL	100%

Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and

domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A

complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.