

**Introduction to Assessment--CPSY 532**  
**Spring, 2013**  
**SYLLABUS**

**Instructor:** Todd Nicholson, MS, NCSP

**Phone:** 503-314-7801

**e-mail:** tnicholson@lclark.edu

**Office Hours:** Please arrange in advance

**Catalog description:**

Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.

**Course objectives:** Student will demonstrate an understanding of individual and group approaches to assessment and evaluation, including all of the following (CC Objectives, Section II.K.7.):

- a. Historical perspectives concerning the nature and meaning of assessment;
- b. Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. Ethical and legal considerations.

### **Required Text:**

Urbina, Susana., *Essentials of Psychological Testing* 2004, Wiley

### **Recommended Text:**

Neukrug, Edward., *Essentials of Testing and Assessment: A practical Guide for Counselors, Social Workers, and Psychologists*, 2006. Brooks Cole

### **Course Expectations:**

Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes on time unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, *and* an article review on a topic related to the missed class with a two page written review and reflection.

PLEASE NOTE: (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

### **Course Requirements:**

1. Attend and participate in class. Attendance is mandatory. (See Class Expectations)
2. Complete weekly readings prior to class meetings
3. Mid-Term exam **Feb. 6** (20% of grade)
4. Final exam **Mar. 15** (30% of grade)
5. Review one test of your choice. You can obtain the test from the counseling psychology office (there are several tests on reserve), or from some other source. The review in the Mental Measurements Yearbook (a reference book in the library--Buros, ed. or on line), can be very helpful, but should not be used solely. The reviews in the text should be helpful.
  - I. Identifying information (type of test, population group, type of information yielded, how it is administered and scored, publisher)
  - II. What and for whom is this test intended?

III. Summarize evidence regarding reliability and validity and evaluate each.

IV. How accurately does the manual portray the uses and limits of this test given the evidence in III?

V. How helpful is the manual to you as a test user?

VI. How are issues related to minorities and special populations handled?

VII. Your evaluation:

On the basis of the information presented, for what purposes and with which clients would you consider this test to be useful? For what purposes and with what clients would you **not** consider it useful?

What other kinds of information would you want to combine with test results to help you or your client make decisions resulting from an assessment?

What issues must you attend to carefully in order to present the test results accurately, i.e., not over- or under-interpret their significance?

This review should be no more than 10 double-spaced typed pages.

**Due: Mar. 13** 25% of grade

6. In-class group project: Conduct an evaluation of a real or fictitious character. (25% of grade) Your evaluation must address the following:

- Assessment questions
- Assessment strategies
- Assessment devices (you are encouraged to respond to psychological tests as if you were the character)
- Your interpretation of the results
- How you will present the results to your character

There will be four groups of \_\_\_ students each, and you will present your findings to the class towards the end of the semester (30-40 minute presentation). Assume that you have three hours with your character, so don't go overboard with testing. You are encouraged to be creative and fun with this activity, but approach the conclusions with seriousness, using the data you have. For your presentation, you may choose to role-play the presentation of results to your character. If you have trouble agreeing on a character, I will provide you with one. Some possibilities: Dilbert, Paris Hilton, Hillary Clinton, Kobe Bryant, Lady Macbeth, etc., but not Michael Jackson

**COURSE SYLLABUS**  
**Introduction to Assessment--CPSY 532—Spring, 2012**

**WEEKLY SCHEDULE**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>
Jan. 9	Introduction--Process of Assessment, Ethics Measurement, Norms	Chap. 1
Jan. 16	Scoring, Administration, Test Development GROUPS MEET	
Jan. 23	Reliability, Validity	Chap. 4 & 5
Jan 30	Interviewing, Mental Status Exams GROUPS MEET	(Reading provided by instructor)
Feb. 6	MID-TERM Behavior Checklists, Observation	
Feb. 13	IQ, Aptitude, and Achievement Tests	Chap. 3 (Readings provided by instructor)
Feb. 20	Personality Testing--Objective Projective Testing GROUPS MEET	Chap. 7
. Feb 27	Systemic Assessment Giving Feedback to Clients, Reporting Results GROUPS MEET	Reading <u>The Family Psychologist</u>
Mar. 6	GROUPS PRESENT PAPERS DUE	
Mar. 13	FINAL EXAM	