

Syllabus

Introduction to Assessment

CPSY532-01

Instructor: Megan McNeal, Psy.D.
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Cell: 503-320-4190

Office Hours: Available by appointment. *Please note: As an adjunct professor, I am not often on campus. However, I am available via email or cell and am happy to make appointments before/after class on Mondays. Please do not hesitate to contact me.*

Schedule: Thursday, May 14 – Thursday, July 16, 2009
Thursdays 5:30 pm

Catalogue Course Description

This class is designed to introduce students to all aspects of psychological assessment, including interviewing, testing, observation, and use of collateral information. Technical aspects of psychological testing will be covered, including standardization, scoring, validity, and reliability. This course will cover basic points of test administration and strategies. Students will be introduced to several specific tests will become familiar with the ability to assess the utility and quality of many tests or assessment devices by reading the manual and evaluating its merits. In addition, this class will cover how to present the results of an assessment to clients and other mental health professionals.

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, not later than that first week of the term.

Instructor's Introduction

This class is designed to help students learn the basic concepts, knowledge, procedures, and guidelines necessary for effective and responsible assessment of mental, emotional and behavioral disorders in children, adolescents and adults and effective communication (orally and in writing) of diagnostic issues. Understanding how proper assessment and diagnosis plays a constructive role in effective counseling and psychotherapy and building skills in doing so will be stressed.

Requirements for Credit

1. Regular attendance and active participation in class discussions and weekly workgroups. Since this class is taught substantially as a participatory workshop, active participation is crucial to your learning experience. Missing more than one class will result in an automatic drop of one grade unless appropriate compensatory activities are completed. (25% of grade)

2. Mental Status write-up: You will write up a mental status section for a client presented by the instructor. (25% of grade)

3. In-class group project and final report: Conduct an evaluation of a movie or TV character. Your evaluation must include the following: Assessment questions and likely answers from your “client,” assessment strategies, assessment measures which should include responses that your “client” would likely have, interpretation of the results, how you would present feedback to your “client.” Your project will include a report of findings for the instructor, including results from the intake interview, MSE, assessment measures and probable diagnosis and summary. (50% of grade)

Course grades	90-100%	A
	80-90%	B
	70-80%	C
	60-70%	D
	<60%	F

Course evaluation

The instructor provides opportunities for informal and formal evaluation of the course. Written evaluation of this course and its instructor will be offered at the mid-term and end of term. Informal feedback to the instructor is encouraged before or after class or via phone/email.

Text Required

Clinician's Thesaurus, 6th Edition: The Guide to Conducting Interviews and Writing Psychological Reports - Edward Zuckerman

Class Schedule and Assignments

Introduction to Assessment Counseling Psychology 532 Summer 2009

Week	Date	Reading for class	Class Topics/Homework Due
1	5/14/09	None	Introduction to Assessment Ethics, Multicultural Considerations
2	5/21/09	pp. 21 - 72	MSE, Interviewing skills
3	5/28/09	TBA	Reliability and Validity/Scoring and Interpretation, <i>Groups meet</i>
4	6/4/09	pp. 103 – 140, 158 - 225	Personality, Affect, and Behavior Assessment
5	6/11/09	pp. 141 – 157, 241 - 246	Intelligence and Achievement Assessment <i>Groups meet</i>
6	6/18/09	pp. 79 – 96, 261 - 290	Report Writing, Use of collaterals, <i>Groups meet</i> Mental Status Write up Due!
7	6/25/09	TBA	Assessment of Couple violence Suicide Risk Assessment, <i>Groups meet</i>
8	7/2/09	None	Assessment of children/adolescents <i>Group Presentations</i>
9	7/9/09	None	<i>Group Presentations</i>
10	7/16/09	None	<i>Group Presentations</i>

Paper Requirements
Due 2/23/09

Review a test of your choice. The paper should be between 3-5 double-spaced typed pages in APA style. Make sure to reference all sources used!

Please include the following:

1. Identifying information – type of test, populations group, how administered and scored, publisher, etc.)
2. What and for whom is this test intended?
3. Summarize reliability and validity findings and evaluate each.
4. How accurately does the manual portray the uses and limits of this test given the reliability and validity findings?
5. How helpful is the manual to you as a test user?
6. How are issues related to minorities and special populations handled?
7. 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)?