

Introduction to Assessment--CPSY 532
Spring 2014
SYLLABUS

<u>Instructor</u>	Todd Nicholson, MS, NCSP	<u>Phone</u>	503-314-7801
<u>e-mail</u>	tnicholson@lclark.edu	<u>Office Hours</u>	By Arrangement

Catalog Description:

This course covers "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

Neukrug, Edward., *Essentials of Testing and Assessment: A practical Guide for Counselors, Social Workers, and Psychologists –Second Edition*. 2010. Brooks Cole

Additional Course Readings

Available at: _____ . Please allow extra time for reading both the required text and additional course readings. Most weeks you can expect to have 75 to 100+ pages of reading.

Course Expectations

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor (see below). Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Instructor Attendance Requirements/Absence Policy: CPSY 532-01

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. Students who do not complete the make-up assignment will be graded accordingly.

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 & Grading

1. Participation: attend and participate in class. (See Course Expectations above), complete weekly readings **prior** to class meetings (+/- 10% of grade)
2. Mid-Term exam (20% of grade)
3. Final exam (30% of grade)
4. Assessment Review –see criteria below (20% of grade)
5. Group Project –see criteria below (20% of grade)

Assessment Review

Students will complete a written review of one assessment battery of your choice written in APA format. You can obtain, review and check out the test from the counseling psychology office, or from some other source such as your practicum or internship site. The review in the Mental Measurements Yearbook (a reference book in the library--Buros, ed. or on-line) **must be used** in the review and properly cited. It should not be used as the only reference. The reviews in the text and other texts/books are helpful.

Please note: there are a limited number of assessments available for review in the CPSY office. You are encouraged to complete the assessment review early so you will be able to turn your paper in on time.

Please use the following outline to format your review:

- I) Identifying information (type of test, population group, type of information yielded, how it is administered and scored, publisher), what is the theoretical orientation of the assessment?
- 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:
 - a) 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?
 - b) 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?
 - c) 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 8 double-spaced typed pages.

Due No Later Than February 19th

Group Project

Conduct an evaluation of a real or fictitious character. Your evaluation must address the following:

- Findings of a mental status examination
- Referral question
- Assessment questions
- Assessment strategies
- Assessment devices (you are encouraged to respond to psychological tests as if you were the character (client))
- Your interpretation of the results
- How you will present the results to your character (client)

There will be five groups of approximately five students each, and you will present your findings to the class towards the end of the semester (20 minute presentation). Most evenings, some class time will be allotted for group work. However you will need to plan some time to meet outside of class time.

Assume that you have three hours with your “client, so don't go overboard with testing. You are encouraged to be creative and have 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, The Joker, Bruce Wayne, Laura Ingalls, Carl Jung, Walter White,

PLEASE DO NOT CHOOSE: Michael Jackson, Lindsey Lohan, Conrad Jarrett (Movie: *Ordinary People*)

Prior to your group presentation, please submit a one-page handout to the instructor that includes:

- Group members names
- Name of your client
- Referral question
- Context of your client (historical? popular culture?)
- DSM-V Diagnosis of your Client
- Formal and Informal Assessments Used

Weekly Readings and Agenda*

Date	Topic	Assigned Reading
Jan 8	Syllabus, Class Overview, Group Formation History of Assessment Assessment Process	Course Syllabus Chapters 1-2
Jan 15	Structured Interviews, Mental Status Exam, Groups Meet	Pgs. 269-70 & Additional Reading
Jan 22	Review Test Statistics, Test Worthiness Groups Meet	Chapters 3-5
Jan 29	Test Worthiness (cont.) Structured Interviews – Mental Status Exams	Chapters 3-5 Additional Readings Provided
Feb 5	MID-TERM Exam Topic TBA Groups Meet	Additional Readings
Feb 12	IQ, Aptitude, Achievement Tests, Ethics, Cultural Considerations	Chapters 6-7 Chapter 3 (review Cross Cultural Fairness)
Feb 19	Personality Tests, Behavior Checklists	Chapter 9 DUE: Test Review
Feb 26	Projective Testing Groups Meet	Chapter 9 Additional Readings provided
Mar 5	Group Presentations	
Mar 12	Final Exam	

***Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class.**