

COURSE SYLLABUS

Introduction to Assessment--CPSY 532--Summer, 2010

Instructor: Jeff Guardalabene, Psy.D. **Phone:** 503-313-2965 **e-mail:** drjeff@gmail.com

Office Hours: Please arrange in advance

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 nonstandardized 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.

Text: Erford, Bradley T., Counselor's Guide to Clinical, Personality, and Behavioral Assessment, 2006, Lahaska Press

Course Requirements:

1. Attend and **participate** in class (25% of grade)
2. Completion of occasional discussion question assignments (25% of grade)
3. Assessment “one sheet” (25% of grade) – each student will pick a test and make a reference guide to present to the class. I’ll explain more as we go.
4. In-class intake project: The student will conduct an intake interview with a partner, and write up an intake report. (25% of grade)

Additional readings will be assigned as the class progresses.

WEEKLY SCHEDULE

<u>Date</u>	<u>Topic</u>
May 13	Introduction, fundamentals of assessment, sources of information
May 20	Test development and construction, reliability and validity, introduction to clinical interviewing
May 27	Interviewing, behavioral observations/mental status INTAKE TIME
June 3	Reading reports, response validity (malingering), assessment instrument overview INTAKE TIME
June 10	Intellectual/cognitive assessment , pain assessment INTAKE TIME
June 17	Guest speaker (neuropsychology), risk assessment (suicide assessment)
June 24	Projective testing, learning disorders, report writing INTAKE TIME
July 1	Personality assessment, ADHD assessment
July 8	Drugs and alcohol, presentation of testing “one sheets.” INTAKE REPORT DUE
July 15	Report feedback, ethics
July 22	Wrap up, “leftover” topics of interest