SYLLABUS

Introduction to Assessment--CPSY 532—Fall 2010

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Office Hours: Please arrange in advance

Location: Howard 244

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.):

- 1. Historical perspectives concerning the nature and meaning of assessment;
- 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;
- 3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 4. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 5. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability, and validity; age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations)
- 6. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- 7. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- 8. Ethical and legal considerations.

Textbook:

Erford, B. T., *Counselor's Guide to Clinical, Personality, and Behavioral Assessment*, 2006, Brooks/Cole. OPTIONAL/RECOMMENDED: Urbina, S. *Essentials of Psychological Testing*, 2004, Wiley.

Course Requirements:

- 1. Attend and participate in class. (25% of grade)
- 2. Complete required weekly readings.
- 3. Review one test of your choice. You can obtain the test from the counseling psychology office (there are several tests on file), or from some other source. The review in the *Mental Measurements Yearbook* (library reference or online), can be helpful, but should not be used solely. The reviews in the text should be helpful. The review should be no more than 4 double-spaced typed pages. (25% of grade) **DUE OCT. 14**
 - a. Identifying information: type of test, population group, type of information yielded, how it is administered and scored, publisher.
 - b. What and for whom is this test intended?
 - c. Summarize evidence regarding reliability and validity and evaluate each.
 - d. Utility, helpfulness of the test manual.
 - e. How are issues related to minorities and cultures handled?
 - f. Your evaluation:
 - i. On the basis of your review, for what purposes and with which clients would you consider (and *not* consider) this test to be useful?
 - ii. What <u>other</u> kinds of information would you want to combine with test results to help you with an assessment?
 - iii. What issues must you attend to carefully in order to present the test results accurately, i.e., not over- or under-interpret their significance?
- 4. Conduct an assessment. (25% of grade) DUE NOV. 4
 - a. Assessment/referral question(s)
 - b. Assessment strategies
 - c. Assessment instruments
 - d. Interpretation of the results
 - e. Presenting the results to your client; to other professionals
- 5. Final Exam (25% of grade) NOV. 11

Weekly Schedule:

Date	Topic	Textbook
Sept. 9	Introduction to and Perspectives in Clinical Assessment	Chapter 1
Sept. 16	Mental Status Examination; Interview Formats	Appendix A, D
Sept. 23	Standardization, Reliability, Validity, Norms	
Sept. 30	Selecting Assessment Strategies and Instruments	Chapter 2
Oct. 7	Assessing Personality	Chapter 3, 4
Oct. 14	Assessing Behavior	Chapter 5, 6
Oct. 21	Interpreting Assessments; Case Conceptualization	Chapter 7, Appendix B
Oct. 28	Practice Assessments	
Nov. 4	Feedback to Clients, Reporting Results; Ethical Concerns	
Nov. 11	FINAL EXAM	