

COURSE SYLLABUS
Introduction to Assessment--CPSY 532--Spring, 2007

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Office Hours: Please arrange in advance

Course Objectives:

The student is introduced to all aspects of psychological assessment, including testing, interviewing, and observation. Technical aspects of psychological testing will be covered, including standardization, scoring, validity, reliability. The student will learn basic points of test administration, and will be introduced to several specific tests. Strategies for assessment will be reviewed, focusing on identifying the appropriate questions to ask, and the best techniques for acquiring the information necessary to answer those questions. The student will be able to assess the utility and quality of any test or assessment device by reading the manual and evaluating its merits. The student will also learn how to present the results of an assessment to clients and other professionals.

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

Course Requirements:

1. Attend and participate in class
2. Complete weekly readings
3. Mid-Term exam Feb. 12 (20% of grade)
4. Final exam March 19 (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 5 double-spaced typed pages.

Due: March 12 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 four 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.

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WEEKLY SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan. 8	Introduction--Process of Assessment, Ethics Measurement, Norms	Chap. 1 pp.1-7
Jan. 15	NO CLASS—MLK DAY	
Jan. 22	Scoring, Administration, Test Development,	
Jan. 29	Reliability, Validity GROUPS MEET	
Feb. 5	Interviewing, Mental Status Exams GROUPS MEET	Chap. 1 pp.7-20
Feb. 12	MID-TERM Behavior Checklists, Observation	Chap. 2, pp.29-40, Chap. 5 & 6
Feb. 19	IQ, Aptitude, and Achievement Tests Chap. 8 from Drummond & Jones (reading provided by instructor)	
Feb. 26	Personality Testing--Objective Projective Testing GROUPS MEET	Chap. 2, pp. 40-64, Chap. 3 & 4 Chap. 7
Mar. 5	Systemic Assessment Giving Feedback to Clients, Reporting Results GROUPS MEET	Reading from <u>The Family Psychologist</u>
Mar. 12	GROUPS PRESENT PAPERS DUE	
Mar. 19	FINAL EXAM	