COURSE SYLLABUS
Introduction to Assessment--CPSY 532--Summer, 2011

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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 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.

Text: Zuckerman, Edward L., Clinician's Thesaurus, 2010, The Guilford Press (Note: prior/used versions of this text are perfectly acceptable for class use)

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 portions of an intake interview with

a partner, and write up report segments. (25% of grade)

Additional readings will be assigned as the class progresses.

WEEKLY SCHEDULE

Date	**Topic**
May 26	Introduction, fundamentals of assessment, sources of information
June 2	"Nuts and Bolts" - basic assessment concepts, statistical concepts, standardized vs. non-standardized assessment, other basics. History of assessment.
June 9	Interview skills, behavioral observations/mental status, in-class interviewing demonstration, assignment of interviewing project. IN-CLASS INTERVIEW TIME
June 16	Assessment instrument overview, masters-level and doctoral-level assessment, introduction to psychological reports IN-CLASS INTERVIEW TIME
June 23	Intellectual/cognitive assessment - what is intelligence? Controversies in IQ testing, cultural considerations in IQ and other assessment. Mental status/behavioral observation assignment due.
June 30	Risk assessment and documentation (suicide assessment). In-class risk assessment practice and demonstration. IQ testing reflection paper due. Assignment of ONE-SHEETS
July 7	Projective testing, learning disorders, personality assessment. INTERVIEW TIME - Family history/educational history
July 14	Drug/alcohol assessment, ADHD assessment, presentation of results to client, making good referrals
July 21	Presentation of ONE-SHEETS, topics of interest (class choice) Family history/educational background due
July 28	Wrap up, ethics, leftovers