

COURSE SYLLABUS

Introduction to Assessment--CPSY 532—Fall, 2011

Instructor: Suzanne L. Younge, Ph.D.

Phone: 503-440-4164

e-mail: syounge@lclark.edu

Office Hours: Please arrange in advance

Catalog description:

Introduction to Assessment covers principles of psychological assessment as employed in school, clinical, and applied settings. This class 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 : Introduction to Assessment CPSY 532

1. Historical perspectives concerning the nature and meaning of assessment;
2. 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;
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.

Text:

Erford, B.T. (2006). *Counselor's guide to clinical, personality, and behavioral assessment*, Boston, MA: Lahaska Press.

Additional readings on Moodle

Course Requirements:

1. Complete weekly text and Moodle web site readings
2. Attend and participate in class
3. Review one test of your choice. **Due: Oct. 8** This review should be no more than 5 double-spaced typed pages. **(25% of grade)**
 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?
4. Mid-Term exam in class **Oct. 13 (20% of grade)**
5. 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 **five groups(40 minute presentations) on class 9, (Nov. 3), and class 10, (Nov. 10)**. Assume that you have three hours with your character, 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. Decide on your character by Sept. 22, third class.
6. Short Answer Final exam **Nov.10** and Take Home Final due by **Nov. 17 (30% of grade)**

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WEEKLY SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Sept.08	Introduction--Process of Assessment, Ethics Measurement, Norms	Chap. 1 pp.1-7 Salvia & Ysseldyke, Ch. 5
Sept. 15	Scoring, Administration, Test Development GROUPS MEET Dr. Richard Rosenberg will conduct this class	
Sept. 22	Reliability, Validity	Salvia & Ysseldyke, Ch. 7 & 8
Sept. 29	Interviewing, Mental Status Exams GROUPS MEET	Chap. 1 pp.7-20
Oct. 06	PAPERS DUE Behavior Checklists, Observation	Chap. 2, pp.29-40, Chap. 5 & 6
Oct. 13	MIDTERM IQ, Aptitude, and Achievement Tests (reading provided by instructor)	Chap. 8 from Drummond & Jones
Oct. 20	Personality Testing--Objective Projective Testing GROUPS MEET	Chap. 2, pp. 40-64, Chap. 3 & 4 Chap. 7
Oct. 27	Systemic Assessment Giving Feedback to Clients, Reporting Results GROUPS MEET	Reading from <u>The Family Psychologist</u>
Nov.03	GROUPS PRESENT	
Nov. 10	GROUPS PRESENT Short Answer (in class) FINAL EXAM	
Nov. 17	Take Home FINAL EXAM DUE	

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. 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.

If you have any special needs, please contact me at the earliest possible time so that I may work with you to have a successful class experience. I require documentation of a learning disability or diagnosed medical condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products).

INSTRUCTIONS to access additional readings on the Moodle web site

1. Go to the main Moodle web page at <http://moodle.lclark.edu>
 2. Login using your L&C login and password
 3. Scroll down in the list until you find the desired department, click the link
 4. Locate CPSY 532 Introduction to Assessment and click on the course name
- You will be asked to use an enrollment key, use the word *testing***