

COURSE SYLLABUS

CPSY 532 - Introduction to Assessment - Spring 2012

Professor: Zip Krummel, EdD

Phone: (541) 490-0587

Email: krummel@lclark.edu

Office Hours: Always possible, but must be arranged

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 a variety of assessment instrument categories, including intelligence, personality, career, interest, aptitude, and achievement tests. It will also review 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:

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 for techniques in counseling;
7. An understanding of general principles and methods of case conceptualizing, assessment, and/or diagnoses of mental and emotional status; and
8. Ethical and legal considerations.

Texts:

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

American Educational Research Association. (2004). *Standards for educational and psychological testing*. Washington, D.C.: Author

Additional readings as provided.

Course Requirements:

1. Complete weekly text and other assigned readings.
2. Attend and participate in class.
3. Review one assessment instrument of your choice. I'd recommend it be something you expect to make use of, one you are curious about, or interested in learning. Three to five pages (3-5), double spaced; no reason to be longer, hard to justify it being shorter.

Due NLT February 14th. (25%)

There are a number of tests available in the Counseling Psychology office, you may have your own source, or you can ask me if you can't find what you are looking for.

The review in the Mental Measurements Yearbook can be helpful, but should not be your sole source. Use the tool's manual, talk to someone who uses that instrument, use your text, heck, talk to someone who's completed that instrument for some purpose.

1. Identifying information (type, population group, information yielded, how administered and score, publisher etc.)
2. What and for whom is this intended?
3. Summarize evidence regarding reliability and validity and evaluate each.
4. How accurately does the manual portray the uses and limits of this test given the evidence in 3. above?
5. How helpful is the manual to you as a test user?
6. How are issues related to minorities and special populations handled?
7. 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 which clients would you **not** consider it useful?

What other kinds of information would you want to combine with psychometric results to help you or your client make decisions resulting from the whole assessment?

What issues must you attend to carefully in order to present the results accurately without over- or under-interpreting their significance?

4. Mid-term exam in class (**February 14th**) (25%)

5. In-class Group Project. You are to conduct an evaluation of a real or fictitious character. **Due February 28th or March 6th (25%).**

Your evaluation must address the following:

Assessment questions

Assessment strategies

Assessment devices (respond to the psychological tests as if you are the client)

Your interpretation of the results

How you will present the results to your "client"

Assume that you have three (3) hours with your client so don't go overboard with your testing. Be creative, have fun, enjoy the process. Be serious with the conclusions, tho', using just the data you have. Your presentation will be a role-play in which you present the results of the assessment to your client.

You need to give me the intake on your client by January 31st.

6. Two-part Final Exam. A short answer in-class part and a take-home part. (Date and content forth coming).

Tentative Schedule
(Moodle will be the more accurate)

Date

January 10th.	Introduction, syllabus and Moodle review, text review, student desires (academic!), Validity
January 17th	Too weathered to play. Everything moved to next week.
January 24th	Theory of “testing,” share known assessments, Reliability & Scales-Norms-Score Comparability (Ch 3/4 of SEPT), Clinical Assessments-Reviews of Common Assessments (Ch 1/2 of CGCPBA), discussion of “group” presentation, Intelligence Testing
January 31st	Psychology of Personality, Personality Traits & Assessments (CH 3/4 of CGCPBA), Test Administration, Scoring & Reporting-Supporting Documentation (Ch 5/6 of SEPT)
February 7th	Fairness/Ethics of Testing, Test Use, Diversity, Disabilities, & Test Taker’s Rights & Responsibilities (Ch 7-9 of SEPT); Projectives; work on Assessment-of-Choice presentation
February 14th	Short (2-5 minute!) oral presentation of your Assessment-of-Choice; Oral Midterm; Projectives
February 21st	Responsibilities of Test Users, Psychological Testing & Assessment (Ch 11-12 in SEPT); time for working on Group Project
February 28th	Group Project Presentation; Behavioral Assessments, Review of Commonly Used (Ch 5/6 of CGCPBA)
March 6th	Group Project Presentation; Other Types of Assessment Tools (ADHD, Anxiety, General Diagnostics, ??) (Case Studies & Appendices in CGCPBA)
March 13th	Writing the Assessment Summary; Anything we missed; In-Class part of Final Exam