The Ever Evolving Syllabus of MHC 541  
Introduction to Assessment  
Fall 2014

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Office Hours: Please arrange in advance by email or phone

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.):

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.
Required Text:


Course Expectations:

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.

For CPSY 532: Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes on time unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, and an article review on a topic related to the missed class with a two page written review and reflection.

PLEASE NOTE (Americans with Disabilities Act): Students with specific learning needs and/or disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should inform the instructor as soon as possible, no later than the first week of term.

Course Requirements:

1. Attend and participate in class. Attendance is mandatory. (See Course Expectations)

2. Complete weekly readings prior to class meetings

3. Mid-Term exam (20% of grade)

4. Final exam (30% of grade)

5. A written review one assessment battery of your choice written in APA format. You can obtain the test from the counseling psychology office (there are several tests on reserve), or from some other source such as your practicum or internship site.
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 10 double-spaced typed pages.

**Due: 10/21/14** 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 ___ 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 you
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.
**Weekly Readings and Agenda***

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>9/2</td>
<td>Introductions, Class Overview, Syllabus</td>
<td>Course Syllabus</td>
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<tr>
<td>9/9</td>
<td>History of Assessment, Assessment Process, Ethics, Cultural Considerations, Group formation</td>
<td>Chapters 1-2</td>
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<tr>
<td>9/16</td>
<td>Diagnosis, Assessment Reporting, Structured Interviews – Mental Status Exams</td>
<td>Chapters 3-4</td>
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<td>9/23</td>
<td>Semi-Structured Interviews Test-Worthiness, Mid-Term Review</td>
<td>Chapters 4-5</td>
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<td>9/30</td>
<td>MID-TERM Exam Groups Meet Topic TBA</td>
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<tr>
<td>10/7</td>
<td>IQ, Aptitude, Achievement Tests</td>
<td>Chapters 6-7</td>
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<td>10/14</td>
<td>Intelligence Testing, Career Assessment Groups Meet</td>
<td>Chapter 9-10</td>
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<td>10/21</td>
<td>Personality Assessments, Projective Testing DUE: Test Review Groups Meet</td>
<td>Chapter 11</td>
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<td>10/28</td>
<td>Informal Assessment Strategies Giving Feedback to Clients Groups Meet</td>
<td>Chapter 12</td>
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<tr>
<td>11/4</td>
<td>Final Exam Group Presentation</td>
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*Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class.*