

## The Ever Evolving Syllabus of MHC 541 Introduction to Assessment Spring 2015

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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;

2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

7a. historical perspectives concerning the nature and meaning of assessment;

7b. basic concepts of standardized and nonstandardized 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;

7c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

7d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

7e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

7f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

7g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)

B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

### **Required Text:**

Neukrug, E. S. & Fawcett, R. C. (2015). *The Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists –3rd Edition*. 2015. Stamford. Cengage Learning.

### **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 (25% of grade)
4. Final exam (25% 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: 3/3/15**      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 five groups of five 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 can provide you with one.

## Weekly Readings and Agenda\*

Date	Topic	Assigned Reading
1/13	Introductions, Class Overview, Syllabus	Course Syllabus
1/20	History of Assessment, Assessment Process, Ethics, Cultural Considerations Group formation	Chapters 1-2
1/27	Diagnosis, Assessment Reporting, Structured Interviews – Mental Status Exams	Chapters 3-4
2/3	Semi-Structured Interviews Test-Worthiness, Mid-Term Review	Chapters 4-5
2/10	MID-TERM Exam Groups Meet Topic TBA	
2/17	IQ, Aptitude, Achievement Tests	Chapters 6-7
2/24	Intelligence Testing, Career Assessment Groups Meet	Chapter 9-10
3/3	Personality Assessments, Projective Testing DUE: Test Review Groups Meet	Chapter 11
3/10	Informal Assessment Strategies Giving Feedback to Clients Groups Meet	Chapter 12
3/17	Final Exam Due Group Presentation	

**\*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.**