

COURSE SYLLABUS

Introduction to Assessment--CPSY 532—Fall, 2009

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Office Hours: Please arrange in advance

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 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;
- 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: Erford, Bradley T., Counselor's Guide to Clinical, Personality, and Behavioral Assessment, 2006, Lahaska Press

Additional readings on Moodle

Course Requirements:

1. Attend and participate in class
2. Complete weekly readings
3. Mid-Term exam **Oct. 13** (20% of grade)
4. Final exam **Nov. 17** (30% of grade)
5. Review one test of your choice. 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?

This review should be no more than 5 double-spaced typed pages.

Due: Nov. 10 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 four 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 will provide you with one. Some possibilities: Dilbert, Paris Hilton, Hillary Clinton, Kobe Bryant, Lady Macbeth, etc., but **not** Michael Jackson

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WEEKLY SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Sep. 15	Introduction--Process of Assessment, Ethics Measurement, Norms	Chap. 1 pp.1-7 Salvia & Ysseldyke, Chap. 5 (on Moodle)
Sep. 22	Scoring, Administration, Test Development	
Sep. 29	Reliability, Validity GROUPS MEET	Salvia & Ysseldyke Chap. 6 Saliva & Ysseldyke Chap. 7
Oct. 6	Interviewing, Mental Status Exams GROUPS MEET	Chap. 1 pp.7-20
Oct. 13	MID-TERM Behavior Checklists, Observation	Chap. 2, pp.29-40, Chap. 5 & 6
Oct. 20	IQ, Aptitude, and Achievement Tests Chap. 8 from Drummond & Jones (reading provided by instructor)	
Oct. 27	Personality Testing--Objective Projective Testing GROUPS MEET	Chap. 2, pp. 40-64, Chap. 3 & 4 Chap. 7
Nov. 3	Systemic Assessment Giving Feedback to Clients, Reporting Results GROUPS MEET	Reading from <u>The Family Psychologist</u>
Nov. 10	GROUPS PRESENT PAPERS DUE	
Nov. 17	FINAL EXAM	