

COURSE SYLLABUS

CPSY 532 - Introduction to Assessment - Summer 2012

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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. This course 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. (2010). *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 (3-5) pages, double spaced; no reason to be longer, hard to justify it being shorter.

Due NLT June 5th. (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.

- a. Identifying information (type, population group, information yielded, how administered and score, publisher etc.)
- b. What and for whom is this intended?
- c. Summarize evidence regarding reliability and validity and evaluate each.
- d. How accurately does the manual portray the uses and limits of this test given the evidence in c. above?
- e. How helpful is the manual to you as a test user?
- f. How are issues related to minorities and special populations handled?
- g. 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 carefully attend to in order to present the results accurately without over- or under-interpreting their significance?

4. Mid-term exam in class (**June 5th**) (**25%**)

5. In-class Group Project. You are to conduct an evaluation of a real or fictitious character. **Due July 3rd or July 10th (25%).**

In pairs (teams of two), you will decide who is the therapist and who is the client. Together you will pick a diagnostic concern and an assessment - in either order - and the therapist will administer this to the client. Both people will be involved in the scoring and write up. Only the client will know if they are responding as having or not having that diagnosis; either way the instrument used will be valuable. In class the therapist will present the results to the client (10 minute time limit).

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 June 19th.

6. Final Exam (**Available July 9th – 14th, 25%**). You will have a client intake to work an assessment plan from; you will be assigned a specific case. This Final Exam will be in Moodle; you may respond directly into Moodle or cut and paste from your word processor. When the Finals close I will send you the “rest of the story” regarding that case so you can see how you did.

Tentative Schedule
(Moodle will be the more accurate)

Date

- May 8th. Introduction, syllabus and Moodle review, text review, student desires (academic), Validity (Ch 1&2 of SEPT)
- May 15th Theory of “testing,” 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
- May 22nd Share known assessments, Psychology of Personality, Personality Traits & Assessments (CH 3/4 of CGCPBA), Test Administration, Scoring & Reporting-Supporting Documentation (Ch 5/6 of SEPT)
- May 29th 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
- June 5th Short (2-5 minute!) oral presentation of your Assessment-of-Choice; Oral Midterm; Projectives
- June 12th Responsibilities of Test Users, Psychological Testing & Assessment (Ch 11-12 in SEPT); time for working on Group Project
- June 19th Group Project Presentation; Behavioral Assessments, Review of Commonly Used (Ch 5/6 of CGCPBA)
- June 26th Group Project Presentation; Other Types of Assessment Tools (ADHD, Anxiety, General Diagnostics, ??) (Case Studies & Appendices in CGCPBA)
- July 3rd
- July 10th Writing the Assessment Summary; Anything we missed; Final Exam

