

# PSY5160 ASSESSMENT & TESTING

## Reformed Theological Seminary

Summer 2019

3 Credit Hours

### Instructor

Terry Hight, Ph.D.

#### Contact Information

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#### Class meeting time

Select Fridays and Saturdays

#### Office Hours

By appointment

### Course Description

This course teaches the use and application of tests and measurements in diagnosis and assessment of intrapersonal, interpersonal and familial characteristics and functioning. Test content, validity, reliability, purpose, limitations, ethics, and administration are compared and evaluated. Stress is placed on the interpretation of test results to the client population.

### Course Objectives (Knowledge and Skill Outcomes)

After successful completion of the course, students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. Historical perspectives** – Students will understand historical perspectives concerning the nature and meaning of assessment and testing in counseling. (2.F.7.a)
- CO2. Initial Assessment** – Students will understand methods for effectively preparing for and conducting initial assessment meetings. (2.F.7.b)
- CO3. Assessing Risk** – Students will understand procedures for assessing risk of harm to self or others. (2.F.7.c)
- CO4. Trauma and Abuse** – Students will understand trauma-informed care practices and procedures for identifying and reporting abuse. (2.F.7.d)
- CO5. Diagnosis** – Students will understand how to use assessments for diagnostic and treatment planning. Students will understand strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling (2.F.7.e; 2.F.7.l)
- CO6. Statistical Concepts** – Students will understand statistical concepts and psychometric statistics including standardized and non-standardized testing, normed referenced and criterion-referenced assessments, types of assessment scores, measures of central tendency, indices of variability, standard errors, test norms, types of distributions, and correlations. (2.F.7.f; 2.F.7.g)
- CO7. Reliability and Validity** – Students will understand concepts of reliability (including methods of establishing stability, internal and equivalence reliability) and validity (including evidence for establishing content, construct, and empirical validity). (2.F.7.h)
- CO8. Behavioral Assessment** – Students will understand appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations. (2.F.7.j)

- CO9. Clinical Assessment** – Students will be able to recognize and describe the commonly used ability, intellectual, and personality tests and the appropriate uses of these tests. Students will have the skills necessary to evaluate a clinical test and determine if appropriate procedures were used in development and presentation of the test for use in a particular population. (2.F.7.i; 2.F.7.k)
- C10. Ethics and Culture** – Students will be familiar with social and cultural factors related to clinical assessment. Students will be able to understand and recognize the ethical issues related to selection, administration, interpretation and reporting of assessment instruments and techniques. (2.F.7.m)

### **Assignments (Student Performance Evaluation Criteria)**

- A1. Class Group Presentation (20%):** In pairs/small groups, students will select an assessment tool that is commonly used in the field and present it to the class. The presentation should be approximately 60 minutes in length and should briefly include the following: purpose of the test or how it can be used as a counseling tool; standardization, administration/setting; theoretical background; scales/description; scoring procedures; psychometric properties (reliability & validity); and other relevant additional information (e.g., where the instrument can be obtained, test user qualifications). Please note that a majority of the presentation should demonstrate the application of the assessment. Therefore, students will provide each class member with the assessment and they will take the assessment; students will explain to the class how to score and interpret their results. At the end of the presentation, students should conduct a brief role-play that explains how and why to would use the assessment with a client. Please see the outline for “Evaluating Psychological Tests” (Appendix A) at the end of the syllabus; the presentation and handout should closely follow this outline. All topics/tests must receive prior approval by the instructor. Students will also be expected to provide the entire class with an outline/handout and a reference list in APA format. Grades will be determined by ratings from classmates and the instructor (see “Expectations for Group Presentation” grading sheet; Appendix B). All group members are expected to present equally during the presentation.
- A2. Clinical Assessment Report (30%).** Students will conduct a mental status examination and administer the Brief Symptom Inventory (BSI) and Coping Response Inventory (CRI) to an individual in which there is not a power differential, interpret assessments, and write a professional report. Students must not report the results to the individual in which they are assessing. The volunteer consent form (see Appendix D) must be turned in with the report and all the testing materials. Grades will be based upon the Assessment Report Rubrics (see Appendix C). The assessment must be written in APA style and reflect Bloom’s Revised Taxonomy Level 3-4. The following sections must be included in the report:
- Reason for referral
  - Background and History (psychosocial history, medical/counseling background, substance use and abuse, educational and vocational history, and other pertinent information)
  - Evaluation Procedures
  - Behavioral Observations (including mental status examination)
  - Assessment Results (BSI, CRI, and diagnostic impressions)
  - Recommendations
  - Summary

Students will practice communicating assessment results during class in a presentation format. The presentation will briefly cover the areas above. Presentations will last approximately 15 minutes with 5 minutes allotted for questions as needed (15-20 minutes total). Students must be present for all Clinical Assessment Presentations – failure to attend will result in a deduction of 5 points from their total score on the assignment

- A3. Exam (40%):** One exam on lecture content, reading assignments, test content, and test usage will be administered after the last class
- A4. Attendance and Active Participation (5%):** Attendance and participation related to academic content are expected at all class meetings. One should NOT expect to receive all attendance and participation points for only attending class. **Participation:** Students are expected to participate in a professional manner in which interpersonal interactions are respectful to others. Self-awareness (e.g., self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. Class participation is defined as provoking thought and furthering discussions. Points may be lost for nonparticipation such as seeking attention or diverting discussion onto irrelevant tangents or into one's own agenda. **Attendance:** Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation may result in a lower final grade.
- A5. Reading (5%):** Students are expected to have completed the assigned readings prior to coming to class.

## Methods of Instruction

This course will be taught in the following format: traditional classroom environment.

## Required Materials (Texts, Readings, and Videos)

- M1.** Neukrug, E.S. & Fawcett, R.C. (2015). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. (3<sup>rd</sup> ed.). Thomson: Brooks/Cole. [ISBN-13: 978-1285454245, ISBN-10: 1285454243]
- M2.** Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination* (2<sup>nd</sup> ed). East Greenwich, RI: Psych Products Press. [ISBN-13: 978-0963382115, ISBN-10: 096338211X]
- M3.** Substance Abuse and Mental Health Services Administration. (2014). *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration. [<https://store.samhsa.gov/system/files/sma14-4816.pdf>]
- M4.** Assigned *Manuals* and articles.

## Optional Materials:

- M5.** American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- M6.** Sommers-Flanagan, J. & Sommers-Flanagan, R. (2016). *Clinical Interviewing* (6th ed.). Hoboken, NJ: John Wiley & Sons. [ISBN-13: 978-1119215585, ISBN-10: 1119215587]
- M7.** Jobes, D. A. (2016). *Managing suicidal risk: A collaborative approach* (2nd ed.). New York: NY: Guilford Press. [ISBN-13: 978-1462526901, ISBN-10: 146252690X]

## Course Process and Schedule

The course will meet on the following dates (and times): 7/13 (8a-5p); 7/19 (8a-12p); 7/26 (8a-5p); 7/27 (8a-5p); 8/2 (8a-12p); and, 8/3 (8a-5p).

	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	7/13	Introductions; Review of Syllabus; Class Overview; Review of Assignments; Introduction of Assessment; History of Testing and Assessment	Syllabus, M1 Neukrug Ch 1		2.F.7.a
L2	7/13	Ethical, Legal, and Professional Issues in Assessment/Issues Related to Assessment with Diverse Populations	M1 Neukrug Ch 2, Appendix B		2.F.7.m
L3	7/13	Initial Assessment in Counseling/Selecting, Administering, Scoring, and Communicating Assessment Results	M1 Neukrug Ch 4		2.F.7.b
L4	7/19	Diagnosis in the Assessment Process/Trauma Informed Care/Assessing Risk of Harm to Self or Other Individual Assessment: BDI-2	M1 Neukrug Ch 3, M2 Zimmerman Mental Status Exam, M3 SAMHSA 1, 4 BDI-2 Manual		2.F.7.c, d, e, l
L5	7/26	Individual Assessment: Personality (NEO-PI-3)	NEO-PI-3 Manual		
L6	7/26	Test Worthiness – Validity, Reliability, Practicality, Cross-Cultural Fairness/Statistical Concepts: Making Meaning Out of Raw Scores	M1 Neukrug Ch 5, 6		2.F.7.g, h
L7	7/26	Group Presentation Youth Assessment: R-CADS			
L8	7/27	Statistical Concepts: Creating New Scores to Interpret Test Data	M1 Neukrug Ch 7		2.F.7.f
L9	7/27	Couple Assessment: PAIR Group Presentation Individual Assessment: CRI Individual Assessment: BSI Individual Assessment: Millon Clinical Multiaxial Inventory	CRI Manual; BSI Manual; PAIR Manual		
L10	7/27	Intelligence and General Ability Testing/Assessing Achievement and Aptitude Individual Assessment: Intelligence (K-BIT)	M1 Neukrug Ch 8, 9		2.F.7.i
L11	8/2	Assessment in Career Counseling	M1 Neukrug Ch 10		2.F.7.i
L12	8/2	Behavioral Assessment	M1 Neukrug Ch 12		2.F.7.j
L13	8/2	Group Presentation Individual Assessment: Career (WIL)	WIL Manual		
L14	8/3	Appraisal of Personality	M1 Neukrug Ch 11		2.F.7.k

	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L15	8/3	Group Presentation (one of the following): Career (IP), Personality (MMPI-2), or Substance Abuse (SASSI-4)			
L16	8/3	Clinical Assessment Report Presentations			
	8/10	Exam		Clinical Assessment Report	

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, assignments, and grading or attendance policies.

## Policies and Important Information

As noted, class attendance and participation is required. Please be on time. Absences for illness or personal emergency may be excused.

Knowledge of administration, scoring, interpretation, and psychometric properties of specific tests covered in the class is expected. To accomplish this, you are expected to read the assigned materials.

All RTS test materials and manuals are to be kept within the clinic so they will remain accessible. Materials will be placed on reserve as needed. Do not remove any testing material from the clinic.

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12pt font and double spaced. Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Submission of work.** Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MFT office by 4:00 PM on the date due.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity.** All written assignments, quizzes and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work.** All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

### Grading Scale:

A (97-100)

B- (86-87)

D+ (75-77)

A- (94-96)  
 B+ (91-93)  
 B (88-90)

C+ (83-85)  
 C (80-82)  
 C- (78-79)

D (72-74)  
 D- (70-71)  
 F (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

CAEP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.7.a	CO1 Historical Perspectives	M1 Neukrug, 2015 (1)	L1	A3 Exam, A4 Attendance, A5 Reading
2.F.7.b	CO2 Initial Assessment	M1 Neukrug, 2015 (4)	L3	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.c	CO3 Assessing Risk	M1 Neukrug, 2015 (3); M2 Zimmerman (MSE); M3 SAMHSA (1,4)	L4	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.d	CO4 Trauma and Abuse	M3 SAMHSA (1,4)	L4	A3 Exam, A4 Attendance, A5 Reading
2.F.7.e	CO5 Diagnosis	M1 Neukrug, 2015 (3); M2 Zimmerman (MSE)	L4	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.f	CO6 Statistical Concepts	M1 Neukrug, 2015 (6-7)	L2, L3, L8	A1 Presentation, A3 Exam, A4 Attendance, A5 Reading
2.F.7.g	CO6 Statistical Concepts	M1 Neukrug, 2015 (6-7)	L6	A1 Presentation, A3 Exam, A4 Attendance, A5 Reading
2.F.7.h	CO7 Reliability and Validity	M1 Neukrug, 2015 (5)	L6	A1 Presentation, A3 Exam, A4 Attendance, A5 Reading
2.F.7.i	CO9 Clinical Assessment	M1 Neukrug, 2015 (8-11), M4 Manuals & Articles	L10-11	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.j	CO8 Behavioral Assessment	M1 Neukrug, 2015 (12); M4 Articles	L12	A2 Report, A3 Exam, A4 Attendance, A5 Reading

2.F.7.k	CO9 Clinical Assessment	M1 Neukrug, 2015 (8-11), M4 Manuals & Articles	L14	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.l	CO5 Diagnosis	M1 Neukrug, 2015 (3); M2 Zimmerman (MSE)	L4	A2 Report, A3 Exam, A4 Attendance, A5 Reading
2.F.7.m	C10 Ethics and Culture	M1 Neukrug, 2015 (2, Appendix B)	L2	A3 Exam, A4 Attendance, A5 Reading

\* Textbook chapters are denoted in parenthesis

## APPENDIX A – Evaluating Psychological Tests

\*\*\*NOTE: This is a sample outline only, more/less information may be needed depending on the test

Author and Date Published: Publisher:

Length: Qualifications: Level

- I. **Purpose** – What was it designed to measure and how can it be used? Describe the practical application of the instrument.
  - a. Treatment planning–
  - b. Intervention –
  - c. Outcome measure–
- II. **Standardization**
  - a. Norm Group –
  - b. Population/Age – What is the age range?
  - c. Multicultural Norms–
  - d. Additional Norms Established
- III. **Administration/Setting**
  - a. What type of setting is it used in?
  - b. How long does it take to administer?
  - c. Is it a self-administered questionnaire?
  - d. Can it be adapted for use in interview studies?
  - e. Is it administered individually and/or in a group?
  - f. Can it be computer administered?
  - g. Can it be completed on-line via the internet?
  - h. Qualification Level:
- IV. **Theoretical Background** – what are the theoretical constructs being measure?
- V. **Scales/Description** –
  - a. How many items are there?
  - b. How many factors/subscales are there?
  - c. What do the subscales measure?
- VI. **Scoring**
  - a. How is it scored (hand scored or computer scored)?
  - b. Range of Scores - What do the scores mean?
- VII. **Reliability** – list all types of reliability tested (e.g. test-retest, Cronbach’s Alpha...). If applicable, include reliability estimates for each subscale and total scale
- VIII. **Validity** – list types of validity that were tested (e.g. Content, Criterion, Construct...)
- IX. **Strengths**
- X. **Weaknesses**
- XI. **Additional Information**
  - a. **Alternate forms** – Are there other versions or forms available (e.g. short-forms)?
  - b. **Cost** – What is included in the cost (e.g. manual, scoring forms/software)?
  - c. **Publisher** – how to obtain the instrument
  - d. **Journal** – list the reference if published in a journal

**APPENDIX B – Expectations for Group Presentation (possible points)**

- \_\_\_(2) Thorough review of the assessment tool – purpose of the test or how it can be used as a counseling tool; theoretical background if applicable
- \_\_\_(3) Standardization, administration/setting, scoring procedures
- \_\_\_(2) Scales/description
- \_\_\_(3) Psychometric properties (reliability & validity)
- \_\_\_(20) Explained and applied assessment tool in an effective manner with the class
- \_\_\_(20) Individual Presentation and Group Collaboration (professional presentation)

\_\_\_\_\_ **(50) TOTAL SCORE FOR GROUP PRESENTATION**

**Instrument**

**Reviewed:** \_\_\_\_\_

**Group Member Evaluation Form**

**Please rate your group member’s participation in your group presentation:**

Group Member \_\_\_\_\_

No Contribution						Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10

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Group Member \_\_\_\_\_

No Contribution						Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10

-----

Group Member \_\_\_\_\_

No Contribution						Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10

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Group Member \_\_\_\_\_

No Contribution						Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10

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**Please rate your own level of contribution:**

Your Name \_\_\_\_\_

No Contribution						Appropriate Contribution			
1	2	3	4	5	6	7	8	9	10

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**APPENDIX C - Assessment Report Rubrics**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria/CACREP Standard	Possible Points	Points Awarded
Reason for Referral	<b>2</b>	
Background and History	<b>10</b>	
Evaluation Procedures	<b>3</b>	
Behavioral Observations	<b>4</b>	
Assessment Results	<b>18</b>	
Recommendations	<b>6</b>	
Summary	<b>7</b>	
APA style	<b>-5</b>	
Blooms levels 3 &4	<b>-5</b>	
Total	<b>50</b>	

To provide students will a better idea of how items are incorporated and evaluated according to expectations, see the following categories:

Criterion & CAREP Standard	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Diagnosis & Planning (Behavioral, Observations, Results, Recommendations, Summary) 2.F.7.e	Demonstrates minimal or inaccurate ability to conceptualize, diagnosis, and/or plan; substantial inconsistencies/errors; inaccurate summary and/or behavioral observations	Demonstrates some ability to conceptualize, diagnosis, and/or plan; some inconsistencies/errors; summary and/or behavioral observations needs to be more thorough	Demonstrates acceptable ability to conceptualize, diagnosis, and/or plan; no inconsistencies/errors; thorough summary and behavioral observations
Basic Concepts (Background and history, Evaluation procedures, Results) 2.F.7.f	Demonstrates minimal or inaccurate knowledge of basic concepts of testing and assessment; substantial inconsistencies and/or errors; interpretation lacks thoroughness.	Demonstrates some knowledge of basic concepts of testing and assessment; some inconsistencies and/or errors; interpretation needs to be more thorough.	Demonstrates acceptable knowledge of basic concepts of testing and assessment; no inconsistencies and/or errors; interpretation is thorough
Ethical & Cultural Strategies (Reason for Referral, Background and history, Procedures, Results, Recommendations, Summary) 2F.7.m	Demonstrates minimal or inaccurate ability to integrate ethical and cultural factors with the interpretation of assessment results; substantial inconsistencies and/or errors; interpretation lacks thoroughness	Demonstrates some ability to integrate ethical and cultural factors with the interpretation of assessment results; some inconsistencies and/or errors; interpretation needs to be more thoroughness	Demonstrates acceptable ability to integrate ethical and cultural factors with the interpretation of assessment results; no inconsistencies and/or errors; interpretation is thorough

**APPENDIX D – Informed Consent for Assessment**

Thank you for agreeing to volunteer to complete a series of assessments conducted by a graduate student at Reformed Theological Seminary for partial fulfillment of PSY5160: Assessment and Testing. By agreeing to participate, you understand that this is a practice exercise intended for learning purposes only, and that the results obtained from the assessments will be inconclusive, and will not be shared with you in detail. Your test administrator will be able to share general information about your results, however will not be providing you with detailed results because this is only a practice exercise. After you have completed the assessments, your test administrator will write a report that will be turned in to his/her MAC Department faculty member for evaluation. Your information is completely confidential and no identifying information will be included in the written report. You will only be identified by your first initial, and if there is any information you do not want included in the report, please inform your administrator at the end of the assessment session.

You have the right to withdraw from participation at any time during the assessment process. Please feel free to ask your test administrator any questions that you may have before, during, or after your assessment session.

You may also contact the MAC faculty member overseeing this project if you have any questions and/or concerns. Her contact information is listed below.

Terry L. Hight, Ph.D.  
Adjunct Professor, MAC Department  
Reformed Theological Seminary  
5422 Clinton Blvd.  
Jackson, MS 39202  
terry.hight@mycanopy.org  
601.352.7784

By initialing below, I agree to participate in the assessment session, understand the qualifications of my test administrator, and agree to the conditions stated above.

Thank you again for your participation!

\_\_\_\_\_  
Participant INITIALS ONLY

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date