CED 523 - Psychological Tests
Course Syllabus Spring 2015

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Office hours: M 12-1 or by appt.

Course Description:

This course is designed for counselors and educators involved in the selection, administration, and interpretation of psychological tests. The purpose of the course is to provide students with an understanding of the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, interests and distress for use in counseling. Format will consist primarily of lectures along with group participation activities.

This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: https://sls.asu.edu/. If you have questions or concerns, please send your inquiry to sls@asu.edu.

Course Objectives

Student will:
1. Understand the historical perspectives concerning the nature and meaning of assessment.
2. Understand 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, psychological testing, and behavioral observations.
3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).
5. Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
6. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
7. Understand the ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. Understand various models and approaches to clinical evaluation, and their appropriate uses, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
10. 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.
11. Develop the ability to select and evaluate tests for specific purposes, populations, situations, and settings.
12. Understand how aspects of individual and group differences affect testing and scores (e.g., age, gender, sexual orientation, ethnicity, language and disability).
13. Develop the ability to use, understand and evaluate a test manual.
14. Understand issues of clinical decision making and utility of testing.

Text & Readings:
Readings*:
Statistics Module
*All non-text readings are available on MyASU Blackboard

Grading Procedures:
Grades will be based on the following four requirements:
- Midterm Exam  25%
- Final Exam  25%
- Test Evaluation Paper  25%
- Personal Profile Paper  25%

Final grades will be based in part on the class distribution of scores. The target grading distribution will be 45% A’s and 45% B’s. This will vary up and down depending upon the specific distribution of scores (overall mean and natural breaks).

Exams will contain short answer (focusing on definitions and/or explanations) and essay questions (focusing on your demonstration of knowledge and integration of material). Evaluation is based on student’s ability to clearly and accurately describe issues and concepts and present these in an organized manner.

Short answer evaluation rubric: Short answers will be evaluated for accuracy of explanation and inclusion of importance.

Accuracy: 3 points for a completely accurate definition/description, 2 points for a mostly accurate description, 1 point for a small part being accurate but most inaccurate, and 0 points for an inaccurate response.

Importance: 2 points for an accurate description why the concept is important, 1 point for partial coverage of importance, and 0 points for having no accurate reporting of importance.

Essay evaluation rubric: The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of organization (20%).

Accuracy of content (40%): 40 points for completely accurate information; 30 points for mostly accurate (1 or 2 errors), 20 points for fairly accurate information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

Adequacy of coverage (40%): 40 points for complete coverage of content; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

Quality of critical examination (20%): 20 points for well organized presentation of content and logical flow; 10 points for partial organization of material and/or some lapses in logical flow, and 0 points for no organization or just listing of material.

WRITTEN ASSIGNMENTS

In order to become more familiar with psychological tests (and to complete the class assignments) you will need to complete seven different tests: California Personality Inventory (CPI), Meyers-Briggs Type Indicator (MBTI), Strong Interest Inventory (SII), NEO- Personality Inventory (NEO-PI), Personal Globe Inventory (PGI), the Outcome Questionnaire 45 (OQ-45), and the Addiction Severity Index (ASI). Materials for the CPI, MBTI, SII,
and the NEO will be distributed in class. You will complete each of these tests and use the results for developing the client profile. The PGI, SII, CPI, MBTI, and the NEO-PI can be taken online. The OQ and the ASI can be downloaded from the class blackboard site and then completed. The manuals for the tests are available in the Counselor Training Center (4th Floor, Payne Education Building).

To complete the MBTI, CPI and SII please go to the following site: https://online.cpp.com/en/Enter.aspx
You will be asked to enter a login and a password and a USERID. You will be provided with the login and password (***; ******) but you should make up your own unique Userid. Every time you log in, use this same Userid so your profiles will be linked together.

To complete the NEO-PI you will receive an email to your asu account inviting participation with a link where you will take the test. The summary scores will be sent to you in a pdf.

To complete the PGI go to the following site: https://pgi.asu.edu. Make note of your id because this enables you to go back at any time.

1. Test Evaluation Paper

The purpose of this assignment is for you to apply the skills necessary to critically evaluate the technical merits of a psychological test based on information provided in the test manual, research literature, and other available resources. This paper should follow APA style with regard to citation of material and should not exceed 20 pages double spaced. The project will be evaluated with respect to organization, clarity and thoroughness of presentation, and justification of points.

Part I of this paper will provide the technical evaluation of two tests designed to measure the same construct (e.g. personality, occupational interests, or symptomology). You may select only one of the tests included in your test packet for the purpose of this assignment. The technical evaluation of each of the two selected tests should follow the outline below. Use this format in your paper:

Name of Test

1. Test Author:

2. Publisher
   a. Test Publisher:
   b. Date of initial publication and most recent revision:
   c. Cost: (Booklets, Answer sheets, manual, etc.) make sure this is current. Use the internet

3. Description of Test: (Type of items, forms available, age groups, practical features, etc.)

4. Test/Scale Development: how scales developed

5. Use of Test:
   a. Purpose
   b. Groups to which applicable/not applicable

6. Details of Administration (Time required, special materials needed, special training required, etc.)

7. Scoring Procedures:

8. Normative Data Available (Kind and adequacy of norms for particular purposes)

9. Reliability (those appropriate)
   a. Test-retest
   b. Alternate form
   c. Internal consistency
   d. Comments regarding reliability
10. Validity (those appropriate)
   a. Content validity
   b. Concurrent validity
   c. Predictive validity
   d. Construct validity
   e. Comments regarding validity for particular purposes

11. General Evaluation
   a. Special merits of test
   b. Criticisms of test
   c. Recommendation

Generally the above noted information can be found in the test manual (most of which are on reserve in the library). However, test manuals are published by the publisher of the test and outside sources in the research literature or resources such as the Mental Measurement Yearbook or Tests in Print should also be referenced and cited to discuss the technical merits of the instrument. Make sure you cite sources of your information.

Part II: Compare and contrast the two selected tests by using the above noted evaluation format. You should incorporate appropriate references in the research literature related to each test. Your comparison and contrast of the two tests should include a summary of your evaluative findings, conclusions, and overall recommendations (if any).

Evaluation rubric: The paper is evaluated for accuracy of content, adequacy of coverage, and quality of critical examination.

   Accuracy of content (40%): 40 points for completely accurate information; 30 points for mostly accurate (1 or 2 errors), 20 points for fairly accurate information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

   Adequacy of coverage (40%): 40 points for complete coverage of content; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

   Quality of critical examination (20%): 20 points for thorough discussions of similarities and differences across the tests; 10 points for partially covering the similarity and differences, and 0 points for no comparison.

2. Client Profile Paper

This paper will require you to prepare an overall profile of a client by using your results from the five tests included in the test packet (omitting the OQ-45 and the ASI). The profile should be written as if you were counseling an individual who had received results on these tests that were identical to the ones you received. You have the choice of interpreting your own profile or swapping with a class member and each interprets the other. The assignment will require you to interpret and synthesize results from the course test packet into a narrative profile of the client by using “user friendly” language (i.e., minimal technical language). The format can be (a) one where you write a report that you would give to the client or (b) a verbal exchange between you and the client. Special attention should be given to communicating the purpose, results and interpretation of each test in non-technical terms while also providing a thorough explanation. As such, you will need to explain the T-scores and norms in non-technical terms as well as help the client understand how to interpret these scores. The goal is to help the client see what the scores mean and interpret the tests for him or her-self. Given that this paper is a demonstration of how you would interpret test results to clients, there is no need for formal citations.

Content inclusion: a) Include a general description of each test, what it measures and relative to whom, b) How the scores are to be interpreted (explain norms if any, scale used), c) what each score means, d) integrate scores of the scales across measures into a larger picture, and e) tie comments/conclusions to specific scales and their scores.
It is highly recommended (by past students in the class) that you write each separate section of the interpretation immediately after we discuss it in class. This ensures that the content is fresh and that the final task is not too daunting.

This paper should be approximately 20 pages in length. Make sure you include copies of the profiles for each of the tests as an Appendix. This appendix does not count toward the above 20 page limit. Include all of the CPI, SII and PGI, the profile page of the NEO and the score page of MBTI only in the appendix. Do not include actual test responses. If you would prefer to interpret a battery of tests that are not yours, please contact the instructor for a battery on someone else.

Evaluation rubric: The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of explanation/integration (20%).

Accuracy of content (40%): 40 points for completely accurate information; 30 points for mostly accurate (1 or 2 errors), 20 points for fairly accurate information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

Adequacy of coverage (40%): 40 points for complete coverage of content; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

Quality of critical examination (20%): 20 points for thorough discussions of similarities and differences across the tests; 10 points for partially covering the similarity and differences, and 0 points for no comparison/integration.

Academic Integrity

ASU has very clear definitions of academic integrity ([https://provost.asu.edu/academicintegrity/defined](https://provost.asu.edu/academicintegrity/defined)). Below is a copy of some of those policies.

The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing (This includes self-plagiarism)
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Violation of these standards can result in course failure or expulsion from the program.

This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: [https://sls.asu.edu/](https://sls.asu.edu/). If you have questions or concerns, please send your inquiry to [sls@asu.edu](mailto:sls@asu.edu).

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.
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<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignment</th>
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<td>Jan 22</td>
<td>History of Tests</td>
<td>Anastasi Chapters 1 &amp; 2</td>
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<td>Jan 29</td>
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<td>Anastasi Chapter 3</td>
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<td>Interpretation Statistics module</td>
<td>Statistics module</td>
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<td>Basic Statistical Concepts II (continued)</td>
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<td>Feb 12</td>
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<td>Anastasi Chapter 5&amp;6</td>
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<td>Feb 19</td>
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<td>Anastasi Chapter 7</td>
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<td>Feb 26</td>
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<td>Mar 5</td>
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<td>Anastasi Chapter 11 &amp; 12</td>
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<td>Apr 9</td>
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<td>Apr 16</td>
<td>Measuring interests, values, and attitudes</td>
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CACREP Common Standards (Section II)

ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment

   Course Objective #1. Covered in class #1-2 and in Text Chapters 1-2. Assessed during midterm exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp).

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, psychological testing, behavioral observations,

   Course Objective #2. Covered in class #2-3 and in Text Chapter 2. Assessed during midterm exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content).

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

   Course Objective #3. Covered in class #3 and in Text Chapter 3 and additional statistics teaching module. Assessed during midterm exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content).

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

   Course Objective #4. Covered in class #4 and in Text Chapter 4. Assessed during midterm exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content). Also demonstrated in test review paper.

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

   Course Objective #5. Covered in class #5-6 and in Text Chapters 5-6. Assessed during midterm exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content). Also demonstrated in test review paper where students critically review two psychological tests.

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

   Course Objective #6. Infused throughout class in class via examples to make points and in issues of testing across cultures, psychometric equivalence, bias in testing, DIF, ethical interpretation, legal rulings, and models of intelligence. Content is covered in most all chapters of the text. Assessed during midterm and final exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content).

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
Course Objective #7. Covered throughout class and especially in class #12 and in Text Chapters 18. Assessed during final exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content) and test interpretation paper where students interpret a test profile.

CLINICAL MENTAL HEALTH COUNSELING Standards

ASSESSMENT

G. Knowledge

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

Course Objective #8. Covered in classes #9-11 and in Text Chapters 8-14. Assessed during final exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content), as well as test comparison paper.


Course Objective #9. Covered in class #12. Assessed during final exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content). The students also take a prominent measure (ASI) to become more familiar with it as well as interpret the results in the test interpretation paper.

H. Skills/Practices

1. 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.

Course Objective #10. Covered throughout class and throughout text. Assessed during final exam through both recognition and recall items (short identification of key concepts and essays demonstrating grasp of content), and also in the test description paper and in the test interpretation paper. The first paper the student needs to gather psychometric information on two different tests and critically evaluate these. The paper is evaluated for accuracy of content, adequacy of coverage, and quality of critical examination. The second paper requires the individuals to interpret a profile to a client. The paper is evaluated with respect to ability to accurately portray information in an accurate but easily understood manner. Both papers focus on applications of knowledge.