

CED 523 - Psychological Tests
Course Syllabus
SAMPLE

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.

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).
5. Understanding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.
6. Understand the ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling
7. 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.
8. Identify standard screening and assessment instruments for substance abuse and addiction.
9. 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.
10. Develop the ability to select and evaluate tests for specific purposes, populations, situations, and settings.
11. Understand how aspects of individual and group differences affect testing and scores (e.g., age, gender, sexual orientation, ethnicity, language and disability).
12. Develop the ability to use, understand and evaluate a test manual.
13. Understand issues of clinical decision making and utility of testing

Text & readings:

TEXT: Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. Upper Saddle River, NJ: Prentice-Hall.

Readings:

Statistics Module

Tracey, T. J. G. & Rounds, J. (1999). Inference and attribution errors in test interpretation. In R. K. Goodyear & J. W. Lichtenberg (Eds.), *Test interpretation: Integrating science and practice* (pp. 113-131). Boston: Allyn & Bacon.

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.**

WRITTEN ASSIGNMENTS

To familiarize you with psychological tests (and to complete the class assignments) you will need to complete six different tests. You will be required to purchase the following six 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 Addition Severity Index (ASI). The cost for this test packet is approximately \$60 and your ASU account will be charged. 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 SII and CPI will be completed first, collected, and then sent to the test publishers for computer scoring. The results of the scoring will be returned to you. The PGI can be taken on-line at <http://vcc.asu.edu> and it will be scored there. Make sure you print copies of your profile. The OQ and the ADI can be downloaded from the class BLACKBOARD site and then completed. You will be responsible for scoring and interpreting the MBTI, NEO-PI, ASI and OQ-45. The manuals for the tests are available in the Counselor Training Center (4th Floor, Payne Education Building), The OQ and the ASI manuals are available on blackboard. Some or all of these tests will be used in the TWO written assignments: the test evaluation paper and the client evaluation paper.

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 outline 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).

The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of critical examination (20%).

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. 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. 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

The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of explanation (20%). **This paper should be approximately 15 pages in length. Make sure you include copies of the profiles for each of the tests as an Appendix.**

If you would prefer to interpret a battery of tests that are not yours, please contact the instructor for a battery on someone else.

CLASS SCHEDULE

Date	Content	Assignment	Test
Jan 17	Introduction		
Jan 24	History of Tests	Anastasi Chapters 1 & 2	
Jan 31	Basic Statistical Concepts, Norms, and Interpretation	Anastasi Chapter 3 Statistics module	
Feb 7	Basic Statistical Concepts II (continued) Test Reliability	Anastasi Chapter 4	
Feb 14*	Test Validity	Anastasi Chapter 5 Turn in SII & CPI	
Feb 21	Test Validity 2	Anastasi Chapter 6	
Feb 28	Item analysis	Anastasi Chapter 7	MBTI
Mar 6	Midterm exam		
Mar 14	Spring Break		
Mar 21	Ability testing	Anastasi Ch. 8,9,10 <u>Test Evaluation Due</u>	CPI
Mar 28	Intelligence Testing & Ability testing	Anastasi Chapter 11 & 12	NEO-PI
Apr 3	Self report personality inventories Measuring interests, values, and attitudes	Anastasi Chapter 13 Anastasi Chapter 14	SII
Apr 10	Ethical and Social Considerations in Testing Substance Abuse Assessment	Anastasi Chapter 18	PGI
Apr 17 Profile	Clinical Decision Making	Tracey & Rounds, 1999	OQ-45, ASI &
Apr 24	Wrapup & review	<u>Profile paper Due</u>	
May 1	Final Exam (date and time to be announced)		

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.

- 3. Identifies standard screening and assessment instruments for substance abuse and addiction.

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.

