

**EDP 380P: ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND EVALUATION (Spring, 2015)**

**Unique Number: 10475**

**Room Number: SZB 435**

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**ADA Compliance Statement**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Following the certification of your needs, I will work with you to make appropriate arrangements.

**Course Description**

Psychological assessment, the process of measuring the presence or extent of a skill, interest or trait, can occur at both the individual and system-wide level. At best, assessment can be used as a basis for educational or counseling interventions to develop insight in preparation for making a change. At worst, assessment is used as a procedure for categorizing people and allocating resources-- a reductionistic approach to the mystery of human growth and interaction.

The use of assessment tools may be construed as a political act, reflecting the existing values and power structure of society, as well as shaping the future. Many examples exist to demonstrate the power of assessment. A link is visible between achievement testing and political mandates such as "No Child Left Behind." State-wide competency tests, originally used to measure the outcome of instruction, now dictate what is taught in schools. The role of the SAT in allocation of college resources determines who has access to these privileges. Thus, assessment is a tool of social construction, both reflecting societal values and shaping the structure of the future values. The way we understand intelligence, personality and emotion will be changed in our lifetime by the proliferation of tests, discoveries about the human brain, the overabundance of information, and information processing devices. In spite of these changes, a certain consistency and level of truth about human behaviors, cognitions and interaction can be captured through the use of tests and measurements. Mental health professionals interacting with the schools and universities need to develop assessment skills to be active test consumers and directors of assessment efforts.

Students completing the course will be able to:

- understand the role of context and culture in selection, administration and interpretation of assessment interventions.
- use a decision making model to develop the assessment question and to select the strategies and measures for answering the assessment question.
- perform a clinical interview and behavioral observations.
- use statistical procedures to interpret test scores and evaluate test use.
- understand major tests used to measure achievement, intelligence and personality of students.
- identify strategies to screen student populations for common issues, including but not limited to ADHD, LD, depression, and anxiety.
- identify the role of the counselor in interacting with students and their stakeholders for ensuring appropriate strategies for establishing testing procedures and using testing results.

- h. identify legal and ethical issues in assessment.

### **Prerequisites**

Prerequisites for this course include an introductory statistics course (EDP 371, EDP 384: Research Methods for Practitioners beginning in 2014. Students are also required to successfully complete a course in measurement and evaluation (EDP 380P: Measurement and Evaluation or equivalent). Basic constructs required for the course include measures of central tendency, standard scores, test construction, reliability, validity, test evaluation, normative practices, and multicultural perspectives on psychological assessment. Exceptions may be determined by the instructor and advisor.

### **Required Texts and Readings**

- Hays, D. G. ( 2013). *Assessment in counseling: A guide to the use of psychological assessment procedures*. (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.
- Finn, S. E. (2007). *In our client's shoes: Theory and techniques of therapeutic assessment*. New York: Routledge.
- Selected chapters, articles and case studies will supplement the course and will either be distributed or posted on Canvas.
- Website for specified measures. For some assessment techniques, the students will be asked to go to the website where the publisher describes the product, usually Pearson. The links to these websites are posted on the module in Canvas. Once you go to the webpage, read through the brief descriptor and at the bottom of the page, click on the tabs for "Product Details" and "Scoring & Interpretation" and read through these sections.

## Course Requirements

(Subject to Revision)

1. **Thought Questions.** Five thought questions (10 points each) will be assigned across the course of the semester and are described in detail in Appendix A. Respond to these questions with approximately two to three page responses. Note that Thought Question 2 requires a chart and not a narrative, so the format will vary. Thought Questions 3 4 & 5, require a reference to one scholarly article to provide support for the analysis. These will be graded according to the following criteria:
  - a. responses with integrative, evaluative, outside resources or applied thinking skills = 9 or 10 points (well-organized, thesis statement and supported arguments).
  - b. a summary of points in the book or article and opinion = 8 points
  - c. either a summary or an opinion statement = 7 points.

These response questions are due in **hard copy** at the **beginning** of the class on the day indicated on the syllabus. (Total of 50 points).

2. **Exams:** Three open book exams will be administered through Canvas. The exams will be taken outside of class and do not have a time limit. Students can repeat the exams one time. They will be the equivalent length of a 75 minute in-class exam. The exams will consist of multiple-choice, matching and short answer questions.

	Points	Posted Date	Due Date
Exam 1	35	Thursday, February 19 <sup>th</sup>	Monday, February 23rd
Exam 2	35	Thursday, March 26th	Monday, March 30th
Exam 3	30	Thursday, April 30th	Monday, May 4th

3. **Measurement Reviews (Dates Vary-See Schedule):** For specified measurement tools, small groups of students will explore the following dimensions of the use of this tool in educational setting using the Mental Measurements Yearbook database through the library:
  - a. qualifications for examiners, availability & cost,
  - b. psychometric properties (norming group, reliability & validity) and
  - c. multicultural considerations for using this instrument.

Students will email the instructor PowerPoint slides with major points (limit 1 – 3 slides total for the whole group) by noon on Wednesday before the class in which their instrument is reviewed so that they can be inserted into the lecture slides. The assigned students are responsible for discussing the slides that they develop. (10 Points).

4. **Small Group Presentation:** Working in groups of 4-5 persons, students will select a diagnostic category common to academic populations. Examples may include but are not limited to bipolar disorder, attention-deficit hyperactivity disorder, depression, anxiety, and various learning disabilities. The group members will present the following information to the class: DSM-5 diagnostic criteria for the disorder, assessment tools and approaches to assessing the absence, presence and level of the diagnosis, criteria for selecting the instruments (normative practices, reliability, validity, cost, availability in the setting), and a recommended protocol. Use visual aids and handouts for the presentation. Strict time limit of no more than 30 minutes, including set up (know how your equipment works in the room), presentation and discussion. (50 points).

5. **Attendance and Participation.** Both attendance and participation are expected for this course. Please inform the instructor if a class is going to be missed. Two absences may result in a grade letter penalty. Students with three or more absences may be in jeopardy of not passing the class.

### Grading Policy

The grades will be based on the percentage of points earned by the student according to the following criteria:

Thought Questions	50 points	
Measurement Reviews	10 points	A = 196 to 210 points
Exam I	35 points	A- = 189 to 195 points
Exam II	35 points	B+ = 182 to 188 points
Exam III	30 points	B = 176 to 181 points
Diagnostic Group Presentations	50 points	B - = 168 to 175 points
Total	210 points.	Note grade below 168, course will need to be re-taken.

Maximum credit will be received when students demonstrate the higher levels of thinking. One framework for conceptualizing higher levels of thinking is that developed by Bloom and Kratwohl (1956), called Taxonomy of Educational Objectives. These levels of thinking include: knowledge, comprehension, application, analysis, synthesis and evaluation. Higher level thinking skills include application, analysis, synthesis or evaluation. These levels are summarized in a website developed by John Maynard at The Learning Skills Center at The University of Texas.

See: <http://www.utexas.edu/student/utlc/handouts/1414.html>

## Course Policies

**PENALTIES FOR LATE ASSIGNMENTS:** Assignments are due either at the beginning of class or as specified (e.g. exams have specified dates). Late assignments are subject to a penalty of a letter grade for each business day that the assignment is late.

**ACADEMIC INTEGRITY:** All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. For questions on assignments, please consult your instructor and not your classmates. You may use the writing tutors at the Graduate Student Resources in the Sanger Learning Center. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

*"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:*

*<http://deanofstudents.utexas.edu/sjs>."*

*[http://deanofstudents.utexas.edu/sjs/acint\\_faculty\\_syllabus.php](http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php)*

*Sanger Learning Center, Graduate Student Resources: [www.utexas.edu/ugs/sic/grad](http://www.utexas.edu/ugs/sic/grad)*

**COURSE EVALUATION:** This instructor will participate in the course evaluation provided by the university.

**IMPORTANT REGISTRAR DATES:** March 30th is the last day for graduate students to change a course to pass-fail; however the number of allowed pass-fail courses in the Counselor Education program of work is taken by practicum and the group courses.

### ELECTRONIC DEVICE POLICY

I believe that use of electronics to connect to the outside world during class is a barrier for connection to the class. Use of electronic equipment for personal use during class activities also demonstrates a lack of respect toward the instructor and other students. Finally, media usage not related to the class tends to be distracting to other students and is very distracting to me. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class.\* Refrain from the use of texting and checking messages in class. I respect your right to use your computers for note-taking in class. Please respect my need to have computers used only for note-taking and do not check emails, Facebook or otherwise use your computer for personal use during class. Excessive use of electronics may count as a class absence.

\*If you have direct child care responsibilities, please use for only emergencies and step out of the room if you must check a message by either text or phone.

**COURSE OUTLINE, READINGS AND ASSIGNMENTS\***  
(Subject to Revision)

<b>Date</b>	<b>Topic &amp; Activity</b>	<b>Before Class</b>	<b>Measurement Reviewers</b>	<b>Assignment</b>
January 22	Course Overview/Assessment: Not Just Testing Review: <b>Hays</b> , Chapters 1 & 2			<b>In Class: Statistics Pretest</b>
January 29	What's in a Number? Statistical & Psychometric Properties 4:30 to 6:00 Measurement Bootcamp 6:15 to 7:15 Statistical and Measurement Review	<b>Review Hays, Chaps. 1 &amp; 2</b> <b>Read: Hays, Chaps. 5 &amp; 6</b>		<b>Due - Thought Question 1</b>
February 5	Ethical Considerations	<b>Read: Hays, Chaps. 2&amp;4</b> <b>Finn: Chaps. 1 &amp; 3</b>		
February 12	Initial Assessment - The Clinical Interview	<b>Read: Hays, Chap. 7</b>  <b>Barker (On Canvas)</b>	<b>SCL-90</b> 1. Avianne W. 2. Lorena W. 3. Stephanie Y. <b>BASC-II</b> 1. Anna C. 2. Christy C. 3. Yi-Ting C.	<b>Due - Thought Question 2</b>
February 19	Initial Assessment – con't. Role Play – Initial Assessment Formulating the Assessment Question	<b>Look at Website for SCL-90 (Pearson)</b>  <b>Look at Website for BASC-2 (Pearson)</b>		<b>Posted - Exam 1 (DUE: Monday, February 23<sup>rd</sup> at 7:00 p.m.)</b>
February 26	Informal Assessment and Checklists: Substance Abuse and Mental Health Assessment Hays, Chapter 8	<b>Read: Hays, Chap. 8</b>  <b>Look at Website for BDI-II (Pearson)</b>	<b>Substance Abuse Screening Item (Select 1)</b> 1. Ricardo B. 2. Carly B. <b>ADHD Screening Item (Select 1)</b> 1. Lauren B. 2. Lauren B. 3. Krista T. <b>BDI-2</b> 1. Megan C. 2. Caroline D. 3. Victoria A	
March 5	Assessment of Intelligence	<b>Read: Hays, Chap. 9</b>  <b>Canvas - Sternberg</b>	<b>WISC-5/WIAS-IV</b> 1. Jennifer F. 2. David G. 3. Chelsea H.	
March 12	Assessment of Intelligence – cont.	<b>Look at either WISC-5 or WAIS-IV</b>		<b>Due - Thought</b>

	Case Study	on website (Pearson)		Question 3
March 19	SPRING BREAK			
March 26	Achievement Testing	Read: Hays, Chap. 10  Look at WRAT-4 and Woodcock Johnson IV on website (posted on Canvas)	Woodcock-Johnson 1. Farid R. 2. Brooke H. 3. Garrett R.	Posted - Exam 2 (Due - Monday, March 30 <sup>th</sup> at 7:00 p.m.)
April 2	Neuropsychological Assessment – Guest Presenter	Watch: Canvas- Intro to Neuropsychological Assessment (35 minutes)		
April 9	Personality Assessment – Objective Personality Testing Hays: Chap. 13, pp. 255-274.	Read: Hays, Chap. 13, pp. 255- 274.  Look at either MMPI-A or MMPI-2 on website (Pearson)	MMPI-2 1. Luke J. 2. Becky M. 3. Jena N. PAI 1. Terra O. 2. Matt H. 3. Allison J.	
April 16	Personality Assessment Projective Measures Sample Reports: Rorschach, Rotter, TAT	Read: Hays, Chap. 13, pp. 274-280.  Look at Rotter Sentence Completion on website (Pearson)	Rorschach 1. Josh R. 2. Stephen S. 3. Megan S. Rotter Sentence Completion 1. Alma U. 2. Anna V. 3. Carolina V.	Due - Thought Question 4
April 23	Assessment of Interpersonal Relationships  Presentations 1, 2 & 3	Read: Hays, Chap. 14		
April 30	The Assessment Report and Feedback Process  Presentations 4, 5 & 6	Read: Hays, Chapter 15 & Appendix D  Finn, Chapter 13		Due - Thought Question 5 Posted - Exam 3 (Due on Mon, May 4 <sup>th</sup> at 7:00 p.m.)
May 7	The Assessment Report and Feedback Process Presentation 7	Read, Finn, Chaps. 10-18		

**\*Note: Career and Interests Assessments are thoroughly covered in Career Development and will not be reviewed in this course.**

## APPENDIX A

### THOUGHT QUESTIONS

(Subject to Revision)

(10 points each)

**Thought Question 1:** Explain a way in which you have observed a test or an assessment to inaccurately reflect the dynamics of an individual or group being assessed. Describe the specific scenario, including the setting, target individual or group, instrument(s) used. **Provide a rationale which accounts for the perceived error in measurement (applying the appropriate terms in this week's readings) which may include non-standardized administration, individual differences, cultural differences, gender differences, socio-economic status differences, mobility etc.** Provide recommendations for ways in which the assessment could have been improved.

( If you have no personal or professional experience with an example scenario, you may review the article "Assessment" found at <http://www.edweek.org/ew/issues/assessment/> take a position on high stakes testing in the schools. Be sure to include concerns related to psychometric issues and/or cultural issues.)

**Thought Question 2:** Clinical Interview Information. Design a one page intake sheet which collects background information which you think will be relevant for an intake. Design a second page which provides visual prompts to ensure that you will ask questions which will provide for a comprehensive clinical interview. Bring one set of the visual prompt page to turn in for the assignment. Bring a second one to use in an in-class activity.

**Thought Question 3:** What is the role of culture in defining intelligence? What are the implications of diversity for assessment of intelligence? **Support your analysis with a scholarly article. Use APA format for in-text citations and reference list.**

**Thought Question 4:** Select one of the projective measures reviewed in your text. Provide an argument for continued use of this technique or for discontinuing the use of this technique in assessment based upon issues related to test construction, reliability, validity and/or cultural considerations. **Support your analysis with one scholarly article. Use APA format for in-text citations and reference list.**

**Thought Question 5:** What type of results would be the most difficult for you to share with clients. Why? What are your ideas about how to address this uneasiness? **Support your analysis with one scholarly article. Use APA format for in-text citations and reference list.**