

**The University of Texas at Austin**

**EDP 383: OVERVIEW: PSYCHOEDUCATIONAL ASSESSMENT (Summer, 2016)**

**Unique Number: 74500**

**Room Number: SZB 432**

**Dates and Times: MTW June 7 to July 5<sup>th</sup>\* (\*alternate date for July 5<sup>th</sup> – Thursday, June 30<sup>th</sup> 5-8pm)**

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**ADA Compliance Statement**

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**Course Description**

Psychological assessment may be defined as the process of measuring the presence or extent of skills, aptitudes, interests, traits or behavioral patterns. Assessment can occur at both the individual and system-wide levels. At best, assessment can be used as a basis for educational or counseling interventions to enhance growth and development. 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 results of the SAT may determine who has access to the privileges of higher education. Thus, assessment is a tool of social construction, both reflecting societal values and shaping the structure of society. 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 assessment tools. Mental health professionals interacting with the schools and universities need to develop assessment-related knowledge and skills to be active test consumers and directors of assessment efforts. This course provides an exciting opportunity to explore the way we attempt to measure the mysteries of the mind.

Students completing the course will be able to:

- a. understand the role of context and culture in selection, administration and interpretation of assessment interventions.
- b. use a decision making model to develop the assessment question and to select the strategies and measures for answering the assessment question.
- c. perform a clinical interview and behavioral observations.
- d. use statistical procedures and measurement principles to interpret test scores and evaluate test use.
- e. understand major tests used to measure achievement, intelligence and personality of students.
- f. identify strategies to screen student populations for common issues, including but not limited to ADHD, LD, depression, and anxiety.
- g. 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**

There are no prerequisites for this course.

### **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.

Recommended (through individual purchase – not at the University Co-op)

Finn, S. E. ( 2007). *In our clients' shoes: Theory and techniques of therapeutic assessment*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

- Selected chapters, articles and case studies: Supplemental readings will either be distributed or posted on Canvas.
- Mental Measurements Yearbook (available through the Library Database)  
<https://www.lib.utexas.edu/indexes/titles.php?id=244>
- Websites 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 Activities.** Five thought activities (10 points each) will be assigned across the course of the semester and are described in detail in Appendix A. The responses to the activities will call for a variety of response formats, including a chart, CANVAS discussion board posts and a paper.
  - Thought Activity 1 – Discussion Board Post Due June 8<sup>th</sup> 9:00 a.m., Response Due June 9<sup>th</sup> 9:00 a.m.
  - Thought Activity 2 – Clinical Interview Chart, Due June 13<sup>th</sup> at 9:00 a.m.
  - Thought Activity 3 – Discussion Board Post Due June 15<sup>th</sup> at 9:00 a.m., Response Due June 16<sup>th</sup> at 9:00 a.m.
  - Thought Activity 4 – Reflection Paper –Due June 27<sup>th</sup> at 9:00 a.m. (Upload on CANVAS)
  - Thought Activity 5 – Discussion Board Post Due June 28<sup>th</sup> at 9:00 a.m.; Response Due June 29<sup>th</sup> at 9:00 a.m.
2. **Exams:** Two 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. You may start and stop the exams. While use of resources such as texts, the library and the internet are encouraged, students are requested to please not discuss the exams with other students in the course (current or past). 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	30	Wednesday, June 15th	Tuesday, June 21st
Exam 2	30	Wednesday, June 29th	Tuesday, July 5th

3. **Measurement Reviews (Dates Vary-See Schedule):** For specified measurement tools, groups of 3 students will explore the following dimensions of the use of the 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 prepare PowerPoint slides or a handout with major points (limit 1 – 3 slides total for the whole group). Please have the PowerPoint slides or handouts available on a flash drive or online so that they can be uploaded to Canvas. The assigned students are responsible for discussing the slides that they develop. (10 Points).
4. **Diagnostic Group Presentation:** Working in groups of 4-6 persons, students will select a diagnostic category common to academic populations and recommend an assessment approach. You may choose diagnostic categories described in Chapter 8 (Sample categories may include but are not limited to bipolar disorder, attention-deficit hyperactivity disorder, depression, or anxiety). In addition, you may choose assessment issues not included in Chapter 8, for example learning disabilities or intellectual disabilities. The group members will present the following information to the class: key components for a 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. Also be sure to include what specific questions you may want to include in the clinical interview that will help clarify the presence or absence of the diagnosis. 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) for the presentation. You may use the instructor's

computer or bring your own equipment. Some organizational time will be allotted to this project during class, but some work will also need to be done outside of class. (20 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. Students with two or more absences may be in jeopardy of a letter grade reduction or not passing the class. In the event of an absence, students may write a 2-page reflection evaluating or expanding upon the readings for the day in which the student is absent. (10 points)

### Grading Policy

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

5 Thought Activities	50 points
Participation	10 points
Measurement Reviews	10 points
Exam 1	30 points
Exam 2	30 points
Diagnostic Group Presentations	<u>20 points</u>
Total points	150 points

A	141 to 150 points
A-	135 to 140 points
B+	131 to 134 points
B	126 to 130 points
B-	120 to 125 points
C+*	116 to 119 points
C*	111 to 115 points
C-*	105 to 110 points

\*Note that for graduate students, a grade below a B- may result in being required to take the course again. Please check with your department or program chair because in some programs, a grade below B- may result in academic probation.

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

### Course Policies and Student Responsibilities

**ATTENDANCE AND PARTICIPATION.** Graduate studies rely on discussion and interaction as major tools of learning; therefore, students are expected to attend class and participate. Please let the instructor know if you will be missing class for any reason. In order to receive full credit for participation in case of an absence, please submit a 2 page paper (double-spaced) reflecting on the readings assigned for the day highlighting main points, how the ideas will be applied and/or analysis of the ideas. Missing more than two classes may result in a failing grade.

**CLASS MATERIALS AND COMPLETION OF ASSIGNMENTS** Students are responsible for class materials, including classes they have missed due to an absence. They are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. Consider your assignments as the beginning of your counseling profession. Please check your submissions for spelling, grammar, and organization. Students are encouraged to visit the Sanger Learning Center for assistance with producing written material. Resources for graduate students are described at <https://www.utexas.edu/ugs/slc/grad>.

**ACADEMIC INTEGRITY:** If using others' ideas or quoting others' thoughts, please use APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at this web address. [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php) (Links to an external site.) Overall recommendation – when in doubt check with the instructor.

**DIFFICULTY WITH THE COURSE:** If you are having problems with the course, please notify the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the teaching assistants, using the learning center, etc.

**FEEDBACK TO THE PROFESSOR:** Feedback is welcome because the course is a team effort.

**RESPECTING DIVERSITY:** As a graduate student in a professional program, you are expected to act as professionals in the class. A discussion of assessment reflects societal values of normality, as well as assumptions about what is valued in a culture. The students in this course are a group of diverse individuals with various backgrounds, influenced by group memberships, including but not limited to identities related to gender, sex, ethnicity, physical abilities, religions, class, national origins, and sexual orientation. My expectation is that we will learn from each other using positive engagement and mutual respect. Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

**UNANTICIPATED DISTRESS.** Discussions of issues related to behavior, experiences and culture may unexpectedly result in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions.. You may be able to get support in addressing these issues within

the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/)). You may also contact a service provider of your choice.

**RELIGIOUS HOLIDAYS:** University policy requires respect of religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.

**PUBLIC COMMUNICATION.** Please understand that the materials discussed in class are property of the copyrighted materials and/or the person who shares the information. Respect the right to privacy by not sharing client materials, case studies or other's disclosures outside of the classroom. If an idea is worthy of sharing, please obtain permission from your colleagues and when appropriate, cite sources.

**COURSE EVALUATIONS:** The instructor will participate in the course evaluation system.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**REGISTRAR DATES:** June 7<sup>th</sup> – last day to drop the course for full credit. While June 22<sup>nd</sup> is the last day to change a course to credit/no credit, this course may only be taken for a grade.

**EMERGENCY EVACUATION POLICY:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: · Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. · If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. · Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

#### **PROFESSIONAL USE OF ELECTRONIC DEVICES**

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>
June 7th	Course Overview/Assessment: Not Just Testing Ethical and Multicultural Implications in Assessment	<b>Hays, Chap. 1, 2, 3</b> <b>Finn, Chap. 1 &amp; 3</b> <b>(on Canvas)</b>		<b>In Class:</b> <b>Statistics</b> <b>Pretest</b>
June 8th	What's in a Number? Statistical & Psychometric Properties 9-11:00 Measurement Bootcamp 11:15 to 12:30 Statistical and Measurement Review	<b>Hays, Chaps. 5 &amp; 6</b>		<b>Thought</b> <b>Activity 1 -</b> <b>Due</b> <b>DB Post –</b> <b>9:00 a.m.</b> <b>DB Response</b> <b>– June 9<sup>th</sup> at</b> <b>9:00 a.m.</b>
June 13	Initial Assessment - The Clinical Interview  Formulating the Assessment Question	<b>Hays, Chap. 7</b> <b>Barker (On Canvas)</b>		<b>Thought</b> <b>Activity 2 -</b> <b>Due</b> <b>9:00 a.m.</b> <b>(2 Paper</b> <b>Copies)</b>
June 14	Role Play – Initial Assessment Screening Inventories	<b>Look at Website for</b> <b>SCL-90 (Pearson)</b>  <b>Look at Website for</b> <b>BASC-2 (Pearson)</b>	<b>SCL-90</b> <b>1.</b> <b>2.</b> <b>3.</b> <b>BASC-II</b> <b>1.</b> <b>2.</b> <b>3.</b>	
June 15	Assessment of Intelligence	<b>Read:</b> <b>Hays, Chap. 9</b>  <b>Canvas - Sternberg</b>	<b>WISC-5/WIAS-IV</b> <b>1.</b> <b>2.</b> <b>3.</b>	<b>Thought</b> <b>Activity 3 –</b> <b>Due</b> <b>DB Post -</b> <b>9:00 a.m.</b> <b>DB Response</b> <b>- June 16<sup>th</sup> at</b> <b>9:00 a.m.</b>  <b>EXAM – I</b> <b>Posted</b>
June 20	Assessment of Intelligence – cont. Case Study  <hr/> Cultural Issues in Assessment	<b>Look at either</b> <b>WISC-5 or WAIS-IV</b> <b>on website</b> <b>(Pearson)</b>  ----- <b>Hays, Chapter 4</b>		

June 21	Achievement Testing	<b>Read:</b> <b>Hays, Chap. 10</b>  <b>Look at WRAT-4 and Woodcock Johnson IV on website (posted on Canvas)</b>	<b>Woodcock-Johnson</b> 1. 2. 3.	<b>EXAM - !</b> <b>Due at 9:00 a.m.</b>
June 22	Neuropsychological Assessment – Guest Presenter	<b>Watch:</b> <b>Canvas- Intro to Neuropsychological Assessment (35 minutes)</b>		
June 27	Personality Assessment – Objective Personality Testing <b>Hays: Chap. 13, pp. 255-274.</b>	<b>Read:</b> <b>Hays, Chap. 13, pp. 255- 274.</b>  <b>Look at either MMPI-A or MMPI-2 on website (Pearson)</b>	<b>MMPI-2</b> 1. 2. 3. PAI 1. 2. 3.	<b>Thought Activity 4 – Due</b> <b>Reflection Paper</b> <b>(Uploaded on CANVAS at 9:00 a.m.)</b>
June 28	Personality Assessment Projective Measures Sample Reports: Rorschach, Rotter, TAT	<b>Hays, Chap. 13, pp. 274-280.</b>  <b>Look at Rotter Sentence Completion on website (Pearson)</b>	<b>Rorschach</b> 1. 2. 3. <b>Rotter Sentence Completion</b> 1. 2. 3.	<b>Thought Activity 5 – Due</b> <b>DB Post - 9:00 a.m.</b> <b>DB Response - June 29<sup>th</sup> at 9:00 a.m.</b>
June 29	Special Purpose Assessments for Specific Behavioral Problems	<b>Hays, Chap. 8</b>  <b>Look at Website for BDI-II (Pearson)</b>		<b>EXAM 2 Posted</b>
July 5 (Alternate date, Thursday, June 30 <sup>th</sup> 5-8 pm)	The Assessment Report and Feedback Process	<b>Read:</b> <b>Hays, Chapter 15 &amp; Appendix D</b>  <b>Finn, Chapter 13</b>		<b>EXAM 2 DUE</b>

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



## APPENDIX A: THOUGHT ACTIVITIES

**Thought Activity 1 - Discussion Board Posting- Assessment at Its Worst:** Post Due June 8<sup>th</sup> 9:00 a.m., Response Due June 9<sup>th</sup> 9:00 a.m..

- A. **Post:** In one paragraph, 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. Briefly 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..** Be sure to include concerns related to psychometric issues and/or cultural issues.) If you have no experience, ask friends and relatives for examples.
- B. **Response:** Write a brief response to a minimum of one other student's post. Go beyond simply offering an opinion and supply a rationale or supporting details.

**Thought Activity 2 - Clinical Interview Cheat Sheet:** Due June 13<sup>th</sup> at 9:00 a.m. 2 paper copies

Design a 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 submit for the assignment. Bring a second one to use in an in-class activity.

**Thought Activity 3 - Discussion Board Post-Culture and Intelligence:** Post Due June 15<sup>th</sup> at 9:00 a.m., Response Due June 16<sup>th</sup> at 9:00 a.m.

- A. **Post:** Based upon your readings from the text and the assigned Sternberg article, write a one paragraph discussion board post on your thoughts on the role of culture in defining intelligence? Use in-text citations for materials from your readings, although you will not need to have a reference list at the end because you will all be drawing from the same texts.
- B. **Response:** Write a brief response to one other student's post. Use supporting detail(s) rather than simply offering an opinion.

**Thought Activity 4 – Reflection Paper on High Stakes Testing:** Due June 27<sup>th</sup> at 9:00 a.m. (Upload on CANVAS)

Choose **ONE** of the following topics:

- A. Write an essay reflecting on the use of SATs and GRE scores in college admissions.
- B. Write an essay on the impact of high-stakes testing related to NCLB on schools.

This assignment is to be three pages in length (double-spaced – this paper is to be uploaded onto Canvas. Please use the UT Library Database to locate a reference a minimum of one peer-reviewed scholarly article to provide support for your position. Use APA format for in-text citations. This activity 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.

**Thought Activity 5 - Discussion Board Post-Using Projective:** Post Due June 28<sup>th</sup> at 9:00 a.m.; Response Due June 29<sup>th</sup> at 9:00 a.m.

- A. **Post:** Select one of the projective measures reviewed in your text. Provide a brief 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 add an APA formatted reference** (don't worry about spacing as the discussion board formatting is not flexible enough!)
- B. **Response:** Write a brief response to one other student's post. Use supporting detail(s) rather than simply offering an opinion.