

COLLEGE OF ST JOSEPH

Division of Psychology and Human Services

Course Outline

COURSE NUMBER: GPS507 Summer 2010 **CLASS TIME:** T/Th 6:15 – 9:30 PM

COURSE TITLE: **Psychological Appraisal**

COURSE DESCRIPTION:

This course provides a survey of psychological procedures. Ethical standards for developing and using various assessment procedures will be reviewed as defined by the APA. An overview of the purpose, theory and techniques of assessment as a basis for designing and evaluating client treatment plans and agency level programs within human service agencies and educational settings will be addressed. The student will develop knowledge of observation and interview techniques, the manner in which standardized tests are administered, scored and interpreted, as well as the manner in which results are disseminated in professional reports.

INSTRUCTOR:

W. David Hoisington, Ph. D.

OFFICE HOURS:

arrange with the professor

EMAIL:

dhoisington@csj.edu or healertalk@comcast.net

RESOURCES:

REQUIRED TEXTS:

Gregory, R. J. (2007). *Psychological testing: History, principles, and applications* (5th ed.). Boston: Allyn & Bacon.

RECOMMENDED TEXT:

Groth-Marnat, G. (2003). *Psychological assessment* (4th ed.). Hoboken, NJ: John Wiley and Sons.* This text is only recommended but it is very relevant to those in the clinical tracks.

Levine, M. (2003). *A Mind at a Time*. NY: Simon and Schuster. This is recommended for all students, but particularly those in school counseling.

GOALS AND OBJECTIVES:

At the conclusion of this course the student will have an understanding of:

1. assumptions and functions of psychological assessment;
2. theoretical, clinical, and practical issues involved in the interpretation of psychological evaluative procedures;
3. importance of the ways of establishing reliability, validity and norms for standardized tests;
4. social, ethical, and legal consequences of testing.

TENTATIVE COURSE OUTLINE:

DATE	PROPOSED CLASS WORK	ASSIGNMENTS*
05/18/10	INTRODUCTION TO THE CLASS AND THE CLASS REQUIREMENTS AND THEORETICAL FOUNDATIONS PHILOSOPHY OF TRUTH	HOMEWORK: READ CHAPTERS 1 AND 2 IN THE GREGORY TEXT. ALSO BE PREPARED TO ACCEPT A TEST ASSIGNMENT – SEE THE LIST OF TESTS IN THE APPENDIX.
05/20/10	Theoretical Foundations (continued) 1. Assumptions of testing 2. The nature of tests Movie	TEST ASSIGNMENT REVIEWED. CHAPTERS 3 AND 4 IN GREGORY TEXT.
05/25/10	Theoretical Foundations (continued) 1. Norms and Standardization 2. Reliability and Validity	READ CHAPTERS 5, 6 AND 7 IN THE GREGORY TEXT.
05/27/10	Social, Ethical and Legal Considerations 1. Test bias 2. Validity concerns 3. Legal and ethical issues in testing	RESEARCH ON TERMS PAPER IS DUE READ CHAPTERS 8 AND 9 IN THE GREGORY TEXT. <u>STUDENT PRESENTATIONS OF RESEARCH PAPER, BEGIN NOW</u>
06/01/10	Theories of intelligence and theories of personality	STUDENT PRESENTATIONS OF RESEARCH PAPER
06/03/10	Assessment of Personality	STUDENT PRESENTATIONS OF RESEARCH PAPER
06/08/10	Assessment of Personality	ALL RESEARCH PAPER CORRECTIONS ARE TO BE DONE BY THIS DATE STUDENT PRESENTATIONS OF RESEARCH PAPER
06/10/10	Assessment of Intelligence	TEST DEVICE PAPER IS DUE STUDENT PRESENTATIONS ON TESTS
06/15/10	Assessment of Intelligence	STUDENT PRESENTATIONS ON TESTS
06/17/10	Academic Assessment	CLINICAL REPORT PAPER IS DUE ALL TEST DEVICE PAPER CORRECTIONS ARE TO BE DONE BY THIS DATE STUDENT PRESENTATIONS ON TESTS
6/22/10	Vocational and Career Assessment	STUDENT PRESENTATIONS ON TESTS
6/24/10	GUEST SPEAKER – SPIRITUAL ASSESSMENT (TIME PERMITTING)	EXTRA TIME FOR OVER-RUN AND CREATIVE WORK

***ALL ASSIGNMENTS ARE DUE THE DAY ON WHICH THEY ARE LISTED – ALSO SEE BELOW TOPIC INFORMATION FOR EACH CHAPTER IN THE TEXT.**

Match your reading with the chapter topics: 1: Applications and consequences, 2: History of the testing process, 3: Norms and reliability, 4: Validity and test development, 5: Intelligence

testing – Theories and preschool assessment, 6: Group testing and ability testing, 7: Testing special populations, 8: Origins of personality testing, 9: Structured Personality Assessment. THIS IS TO HELP FOLKS WHO MIGHT BE USING OLDER TEXT VERSIONS.

COURSE REQUIREMENTS:

All assignments are due by 6 PM, by email, on the day they are assigned. The main goal of these assignments is to help the student learn what test information means and how that can be used wisely to help people. Students will be asked to “seek and find” answers, just like they would if they in the “real world” and they needed to help a client with tests scores.

Terms of Appraisal Assignment – Research Paper (25% of the final grade)

This is an assignment that is meant to demonstrate to the professor your understanding of the terms used in the science of psychological appraisal (see the list of terms below). The student must present ALL of the basic terms and concepts as applied to a practical problem. This will be done by finding a published research study that uses a testing device as applied to a social problem. This problem can be a case study, an institutional problem, or cultural issue. The student present an overview of the article, and then a review of the terms included in the article and those not included. When addressing the terms that are missing the student should explain what the authors would need to do to include the terms. The paper must include a definition of the all basic terms used in psychological appraisal. This paper needs to be a minimum of 10 double-spaced typed pages and include 1 additional reference (beyond the article you are using). Papers will be **graded using the mastery approach*** to learning.

The paper starts with a title page followed by a substantial review of the journal article. Then the body of the paper is a discussion of how the article did, or did not, address statistical terms. If the article did not include the terms provide a discussion of how they might have.

The paper will be organized as follows:

- 1 – Title page,
- 2- Abstract.
- 3- Paper overview (and this should be more than a page – do it well!)

Then a heading for each of the terms listed below:

List of Basic Terms – These Need to be Headings in your Paper

4. Validity (All three)
5. Measures of Central Tendency (All three)
6. Measures of Variability (All three)
7. Frequency Distribution and Normal Distribution
8. Sampling – random, size, bias, subgroup size
9. Test Standardization, Normed-Referenced Tests and Criterion-Referenced Tests
10. Standard Error of Measurement and Standard Error of Estimate
11. Norm Group Selection, Raw Score transformations (z scores, t scores, etc. plus what raw score is and why it needs to be transformed)
12. Scales of Methods (Likert, Guttman, etc. plus what a scale is)
13. Levels of Measurement (nominal, ordinal, etc. plus what a level of measure is)
14. Reliability (which relates to the score and describe different types of reliability)

Finally there will be a summary and conclusions and a reference page.

This paper will also be presented in class and a short, 1 page, handout will be provided to students. There will be a good overview of the paper in the handout and your conclusions.

This paper will be graded using the **mastery approach to learning*** and also be presented in class with a short handout provided to students.

Test Review Paper (25% of the final grade)

This paper is a review of a test instrument. It must be a test not reviewed by any other class member. It also should be one that has relevance to the professional needs of the student. This paper needs to be a minimum of 10 double-spaced typed pages and include 8 references. Papers will be **graded using the mastery approach*** to learning. You are to analyze one instrument commonly found in your professional area. The instrument has to be approved by the instructor within the **first three classes** of the summer session – see the Appendix. You are to answer each of the items listed below in order and each item is a heading in the paper.

1. The purpose of the test.
2. A discussion of the construct being measured including the definition used and the behaviors used to infer the construct. (You will need to research this out.)
3. A discussion of the theory and assumptions that the authors of the test are making regarding the definition of the construct.
4. How the test was constructed and upon whom the test was normed.
5. Discuss what reliability was used and how it was established. In this discussion be sure to define the reliabilities used.
6. Discuss the appropriateness of the reliability used in terms of its use or purpose.
7. Discuss the reliability coefficients and what they mean.
8. Discuss what validity was used and how it was established. In this discussion be sure to define the validities used.
9. Discuss the appropriateness of the validity used in terms of its purpose.
10. Discuss the validity coefficients and what they mean. (Particularly if the instrument is correlated to another instrument.)
11. Discuss the Standard Error of Measurement or Standard Error of Estimate if provided by the authors.
12. Discuss the instrument scaling (how it represents the score in the test, like the SAT using 800) and its appropriateness to the construct being measured.
13. Discuss the outstanding limitations that should affect its use by the professional examiner.
14. Discuss the appropriate use of the instrument (how it should and shouldn't be used).
15. Provide an overall evaluation of the instrument.

When you are researching your assessment tool for the second paper please seek to address the most recently published version. It is reasonable to address past versions historically because they will have been updated for some reason usually inherent to the test device. For example – both the IQ and the SAT test were criticized for not being culturally sensitive and were updated to address this (as well as they could). If the updated version is very new it

might be hard to find published information and again it may be necessary to use historical information. This paper will also be presented in class and detailed, informative, handouts will be provided to students. Remember they will need the information!

Clinical Report Paper (25% of the final grade)

The student will be given a fictitious clinical report that is NOT COMPLETE (you will get more information in an email). This assignment is for the student to write an essay about this incomplete report. Consider this like a mystery where you are attempting to find out what happened with both the subject of the case and what happened during the assessment process. Please follow the outline below. This exercise is to give you a sense of what clinicians go through when they use psychological instruments for assessment. It should also help you gain a deeper knowledge of the information used in clinical reports. Be sensitive to, and aware of, the restrictions of the process and the assumptions you make as you go through this exercise. Papers will be **graded using the mastery approach*** to learning.

- 1.) **Purpose:** Define the purpose of the report. Provide a rationale for needing to do this assessment on the individual. Who is likely to read this report and your interpretations? How might this have affected what tests were given and what is written in the report?
- 2.) **Background Information:** Review the background and interview information and discuss any key points and concerns that might need to be addressed. Think through this carefully as the background information needs to be considered in all assessment situations.
- 3.) **Interview and Observed Behaviors:** Determine the types of observable behaviors that might be seen during the assessment process (as that information is not provided to you in detail). Some observed behaviors are described, what others might occur? What additional information is needed? Discuss what assumptions you are making here (and what assumptions others might be making).
- 4.) **Selection of Test Assessment Devices:** Discuss the selection of tests used in the clinical report. What tests were selected and why do you think they were selected? Discuss your rationale and provide a justification.
- 5.) **Analysis of Test Scores - Interpretation:** You are to interpret what the scores of the tests mean for this fictitious client. **Address EVERY score, but do not make a list** ("normal" scores can be grouped and then compared). Incorporate the scores into an essay format that describes the case and the treatment proposed.
- 6.) **Analysis of Test Scores – Correlation and Contradiction:** Following the score interpretation you need to address correlations (aspects that support each other) and contradictory data. Provide explanations for both.
- 7.) **Clinical Summary:** A summary of strengths and weaknesses along with rationale. Developmental, relational and programmatic issues can also be discussed.

- 8.) **DSM Diagnosis:** Provide a 5 axis DSM diagnosis.
- 9.) **Treatment Plan:** Finally, provide a treatment plan based on the information from the tests and your interpretations. This plan should consider all aspects of the information you provided in answering the above 6 questions. The term “treatment” here refers to any form of care, education, therapy, support or activity which will contribute to the individual’s well being and is backed by the information (or your interpretations) contained in the clinical document. Be sure to include at least 3 additional tests (from this class/text) that need to be done with rationale. Address short term and long term goals.

Remember you do not have to write a formal clinical report (not clinical note, no personal observations). You are writing an essay that is discussing a fictitious person, the gathering of information on this person – including assessment instruments, and what all of that information might mean. You are also not expected to make an “expert interpretation”, but rather to make some general assumptions and to support them using the information. There is no “correct answer”. It is your argument that is important. Have fun with this assignment!

Minimum page length is 3 pages, double spaced, but it is unlikely that justice can be done to the assignment within in this minimum. 8 to 12 pages is normal.

Class Participation (25% of the final grade)

The class will use a seminar format where student input will be required. Be prepared to be asked for input at each class. Regular attendance and active participation in discussions and learning activities **is required**. Participation is 50% of this part of your grade and the combination of all your presentations contributes to other 50% of this part of your final grade.

EVALUATION

The evaluation process uses the Mastery Approach. No grade is given on any written assignment until it has reached B level competence. Since every student is unique in their learning style the requirements to meet competence are communicated between student and professor, mostly by email. This is done with every written assignment.

The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting to seek a higher level of competence (an A). Because of this format there are **heavy penalties** (one entire grade, for example the maximum grade you could receive for a late paper would be a B, reduced down from the maximum of an A). This same penalty applies to submitting a paper that is grossly missing the fundamentals required of the assignment as outlined above.

This approach is described in more detail on the professor’s CSJ web page. The student is encouraged to read the material on this web page and ask questions.

The three papers each contribute to 25% of the final grade for a total of 75%. The remaining 25% is for class participation as outlined above.

MISSION STATEMENT – Writing Across the Curriculum:

Dedicated to the proposition that the ability to write effectively is an important life skill, the faculty of the College of St. Joseph advocates writing across the curriculum for all students as a vehicle to develop good writing habits. Writing across the curriculum enhances student success by encouraging writing to learn and learning to write in all academic disciplines, recognizing a diversity of needs in society. Developing these skills is incorporated in course work throughout the curriculum in a manner that promotes writing as a valuable and enjoyable means of learning.

COURSE POLICY:

Late Assignments: All out of class assignments must be turned in to the instructor at the beginning of class on the due date. Because of the mastery approach, and the short length of this class, all late assignments will be heavily penalized.

GRIEVANCE POLICY:

A student who has concerns regarding any aspect of the course is encouraged to seek resolution by implementing the following process in the order outlined.

- a. Consult with the instructor to resolve the issue in question.
- b. If no resolution is achieved, address the issue with the Division Chairperson.
- c. If a resolution is not attained, consult the Vice President of Academic and Student Affairs.

Should the student so desire, he or she may seek the guidance of his/her academic advisor to facilitate the process outlined above.

POLICY ON PROFESSIONAL BEHAVIOR:

It is expected that during all aspects of their involvement with the College and Division of Psychology and Human Services programs, services, and activities, all faculty, staff, and students will display appropriate professional demeanor; including active listening skills, respect for divergent views and opinions expressed by others, and sensitivity to the feelings of other members of the College community. Unprofessional behavior will not be accepted and will be addressed, as appropriate, with any person engaging in such behavior, in accord with the College Handbook, Student Handbook and other College policies, and may result in removal from class and /or group meetings, course failure, referral to the appropriate undergraduate or graduate committee, and/or to the Vice President for Academic and Student Affairs. A pattern of such behavior may be cause for recommendation of termination or dismissal from the program.

POLICY ON STUDENT LEARNING OUTCOME OBJECTIVES:

The first responsibility of the College of St. Joseph is to provide quality educational programs, and to ensure that when you graduate, you possess particular skills, capacities, aptitudes, knowledge, and abilities that will enable you to fulfill your personal and professional aspirations, think creatively, assume positions of leadership, and offer unique contributions to the world. As part of our college-wide efforts to foster continuous improvement in our

programs and services, *Characteristics of a College of St. Joseph graduate* and *Student Learning Outcome Objectives* have been defined by the faculty in each Division, and a comprehensive assessment process has been developed to measure the extent to which those objectives are being met by various courses and educational experiences in each degree program.

This course has been identified as being of particular importance in helping to accomplish the student learning outcomes, which we have established for our students. As such, certain assignments which students in this course complete are evaluated by a committee of faculty members, on an assigned, four year cycle, after the end of the spring semester and graduation in May of each year. The intent of this evaluation is not to evaluate any one particular student, but to assess the extent to which students as a group have accomplished learning outcomes, which have been defined for the course. For further information regarding our student learning outcome assessment process or results, please contact: Dr. Craig W. Knapp, Chairperson of the Division of Psychology and Human Services or the college President.

ADA/Disability Statement

If you require an accommodation based on a disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure that you are properly accommodated in my class

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Appendix attached

Appendix: Key Tests to Know Something About

Appraisal – Professor Hoisington, College of St. Joseph 2010

Because this is a faced paced class you are advised to do the following: 1) pick a journal assignment that uses the test you have selected from the list below, 2) start ordering information about the test as soon as possible from the library, and 4) DO NOT wait until the last moment to start gathering information for the test review paper. Begin the right after the first day of class.

Tests with the * are recommended for school counselors and special education.

SAT *

WAIS for adults

WAIS for children*

Stanford-Binet*

Rorschach

Independent Living behavioral Checklist

Vineland Adaptive Behavior Scale

Miller Analogies Test

California Achievement Tests (Terra Nova)*

Woodcock – Johnson Psychological Education Battery*

Halstead – Reitan Neuropsychological Test Battery

Thematic Apperception Test

Beck Depression Inventory

MMPI-II

MMPI-A*

Personality Inventory for Children (difficult to find information for)*

Jackson Vocational Interest Survey*

Strong Interest Inventory*

Myers-Briggs

Stait-Trait Anxiety Inventory

ASI – Addiction Severity Index

Some of these tests, due to their complexity, may be assigned to more than one student. Note that there are several versions of the MMPI.

Special consideration can be given for a student who wishes to choose a test outside the list given above.

Some of the tests and test manuals can be borrowed by contacting Dr. Knapp.