HDCN 6340

ASSESSMENT

Course Syllabus

WINTER 2013-14

GAY MCALISTER, PHD, L.P.C.-S

Retain for personal files. This syllabus may be needed for future course reference.

COURSE DESCRIPTION

The basic appraisal terms, concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, learning, and personality assessment are covered. Emphasis is placed on understanding, critiquing, and using the assessment report to develop a counseling approach. Emphasis is placed on aspects that are important to the counselor as a consumer of testing information. The ultimate goal of this course is to enlarge your knowledge while exciting your interest in conducting assessments.

"No other contribution of psychology has had the social impact equal to that created by the psychological test. No other technique and no other body of theory in psychology have been so fully rationalized from the mathematical point of view."

---J.P. Guilford (1954)

"When you can measure what you are speaking about, and express it in numbers, you know something about it; when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind; it may be the beginning of knowledge, but you have scarcely, in your thoughts, advanced to the stage of science."

---Lord Kelvin (1891)

"If something exists, it exists in some amount. If it exists in some amount, then it is capable of being measured."

---Descartes (1644)

"We must measure what is measurable and make measurable what cannot be measured."

---Galileo

"Not everything that can be counted counts, and not everything that counts can be counted."

---Albert Einstein

Figures often beguile me, particularly when I have the arranging of them myself; in which case the remark attributed to Disraeli would often apply with justice and force: "There are three kinds of lies: lies, damned lies and statistics."

---- Autobiography of Mark Twain

According to Sir William Osler, the eminent 19th Century clinician, "The good physician will treat the disease, but the great physician will treat the patient."

"Behold the turtle. He only makes progress when he sticks his neck out." James Bryant Conant

"He uses statistics as a drunken man uses lamp-posts... for support rather than illumination."

- Andrew Lang (1844-1912

"MEASUREMENT IS THE ESSENCE OF SCIENCE. " *THE FRANKLIN INSTITUTE, PHILADELPHIA*

APPROACH

My goal is to create a shared learning experience with mutuality of learning among all course participants. Successful learning requires a contractual agreement in which students participate and provide feedback and ask questions when additional clarification is needed. I envision a class as a forum for sharing experience, trying new ideas, self-reflection and applied practice while cultivating our capacity to learn in a safe, supportive environment.

LEARNING OBJECTIVES AND OUTCOMES

This course will cover the basic principles, research, and theories on the testing and measurement of psychological constructs. Students should expect to complete the course with knowledge of various techniques for psychological testing; familiarity with professionally developed tests; in depth knowledge of selected, representative tests; ability to develop, administer and interpret selected tests; and knowledge of measurement theory which includes reliability and validity. Students will demonstrate this knowledge on exams, class discussions, and a term paper. Upon successful completion of this course, students will demonstrate the following:

Learning Objective	Measurable Outcome
a. Historical perspectives concerning the nature and meaning of assessment.	Through reading a graduate level text, students will identify and discuss historical precursors to modern-day assessment.
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, and behavioral observations.	Identify, discuss, and define orally and in writing assessment terms. Critique and select instruments for specific purposes using research, test manual, and/or reference sources orally and in writing.
c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	Demonstrate understanding of statistical concepts through homework, class discussion, papers, and exams.
d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	Evaluate and critique various instruments; define and explain orally, in writing, and on exams the various types of test reliability.
e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	Explain orally and/or in writing the various types of test variability. Critique and define strengths and weaknesses of selected tests.
f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	Through class discussion, written papers, and examination, students will analyze and explain the impact of cultural bias.
g. Ethical strategies for selecting, administering, and interpreting formal and informal instruments and techniques in counseling and decision-making models	Define and explain laws and ethical codes relevant to testing through class discussion and examinations. Conduct assessments and write reports following best practices in report writing. Apply a decision-making model to ethical dilemmas.
h. Understanding in use of assessments and interviewing adults, children, adolescents.	Conduct, discuss, and assess clients from mock interviews verbally, informally, and through analysis of reports.

Instructor: Gay McAlister, PhD, L.P.C.-S

Winter 2014 Hours: Tuesday 2:00-5:00 PM
Wednesday 2:00-6:00 PM
Other days TBD

Office: SMU in Plano, Building 3-134

Phone: 972.473.3452 (office) Speak slowly, concisely, briefly.
[redacted] (cell)
972.473.3456 (Center for Family Counseling office)
972.473.3490 (Counseling main office fax)

E-mail: gmcalist@smu.edu (responses usually within 24 hrs except weekends)

Required Text: Neukrug, E. & Fawcett, C. (2009). *Essentials of Testing and Assessment.2nd Ed.* Belmont, CA: Thompson Brooks/Cole. (DSM IV-TR or DSM V Useful, but not required)

Required Liability Insurance: Students will be required to provide a copy of proof of liability insurance to be kept in our student file. Apply online with the Texas Counseling Association at www.txca.org or call 800-580-8144. Membership in the TCA (required to purchase insurance) is $50 per year. Unpaid practicum liability insurance is $31 per year.ACA,AAMFT, HPSO or additional providers also available.

Departmental Grading Policy

Grade	Performance Description	Range	GPA	Points
A	Exceptional	930 – 1000	4.0	12.0
A-	High Pass	900 – 929	3.7	11.1
B+		870 – 899	3.3	9.9
B	Pass	830 – 869	3.0	9.0
B-		800 – 829	2.7	8.1
C+	Failure, any C or below	770 – 799	2.3	6.9
C			2.0	6.0
C-		730 – 769	1.7	5.1
D+		700 – 729	1.3	3.9
D		670 – 699	1.0	3.0
D-		630 – 669	0.7	2.1
F		600 – 629	0.0	0.0
		59>		

1. **Participation = 50 points** (Maximum 25 POINTS awarded by student + Maximum 25 pts Instructor)

2. **Three short quizzes = 150 points total** Test comprehension of statistical terms, formulas, and definitions, *emphasis on chapters 3, 4, & 5.* Quizzes may be anticipated after the first class meeting. No makeup for a missed quiz.

3. **Mid term (250 points) and Final Exam (250 points) = 500 points maximum**

   The exams will be multiple choice, matching, true-false, short answer, and/or essay and will cover the textbook, lectures, power points, articles, handouts, test instruments and any guest speakers. Statistical problems or test profile interpretation may be included in exams. Although some chapters may be covered briefly in class, students are responsible for all content. The format is similar to the state board examination.

   No exams will be given early; makeups scheduled at the discretion and convenience of instructor according to university policy. Students unable to take the final exam as scheduled will receive an INC according to university policy and may schedule a date in the next term for testing.

4. **Test Battery Administration, Scored Protocols = 150 points maximum**

   Students will administer and score a variety of tests to volunteers. The purpose of this project is to become familiar with tests and the testing process as well as to apply and integrate the concepts covered in class. **Credit for this assignment is based on completion and accuracy of the entire assignment and is due on the 9th class meeting**. The number of tests to be administered and scored will be announced at the first class meeting. A summary paragraph will explain test results for each of the administered instruments, give strengths and weaknesses, and recommendations suggested by assessment. The scored test protocols, signed permission forms, and a one paragraph summary report for each test administered, due on the **ninth** class meeting, must be completed accurately and completely in order to earn credit for this course. Organize project by test. *Late work will be accepted at the instructor's discretion with substantial late points deducted.*

5. **Homework Assignments = 100 points**

   Complete questions and/or activities as posted on Blackboard or assigned in class; **include your name on every page;** keep a copy for your records. These will be used as discussion documents in class and four (4) will be selected at random to be graded. Homework assignments will comprise 100 points of your grade. Assignments are due on date as assigned. If you must miss class, you may E-mail or fax to the instructor***. Late work will be accepted at the discretion of the instructor with substantial late points deducted.*** Instructor is *not available* to proof homework prior to submission.

6. **Critique of one peer-reviewed journal article (Due at Class #8) = 50 points**
   Students will select and critique one peer-reviewed article which includes statistical analysis using APA 6th edition Format from a professional journal (no older than 6 years) related to assessment, assessment instruments, ethics, or test development. Specific instructions attached with scoring rubric and point value; a reference for APA format will be provided. Instructor is not available to proof drafts. Attach a hard copy of the full text article with your paper for the instructor with this assignment.

7. Answer sheets and test protocols are required for this course and are available at a minimal charge from the instructor. Cost will be announced on the first day of class and is payable by check or credit card due before the midterm exam.

ATTENDANCE POLICY

- Instructors should be given 24 hours' notice of any absence whenever possible
- Tardies of thirty minutes (30) or more will be considered an absence.
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
    - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
    - receive a failing grade for the course
    - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

EXAMINATIONS

EACH STUDENT IS RESPONSIBLE FOR COMPLETING A MIDTERM AND A FINAL EXAM. EXAMS WILL CONSIST OF MULTIPLE CHOICE AND/OR ESSAY QUESTIONS. INFORMATION FROM ALL ASSIGNED READINGS, THE TEXT, HANDOUTS, LECTURE, POWER POINTS, AND GUEST SPEAKERS MAY BE INCLUDED. MAKE-UP EXAMS WILL BE GIVEN ONLY IN THE EVENT OF AN EMERGENCY OR ILLNESS. NO EXAMS WILL BE ADMINISTERED EARLY. IT IS THE RESPONSIBILITY OF THE STUDENT TO NOTIFY THE INSTRUCTOR, EXPLAIN THE CIRCUMSTANCES, REQUEST A MAKE-UP, AND SCHEDULE THE EXAM AT INSTRUCTOR'S CONVENIENCE. INSTRUCTOR MAY DEDUCT POINTS AT HER DISCRETION.

COURSE WITHDRAWAL

Students must consult with the instructor before withdrawing from the course. Notifying the instructor does not constitute official withdrawal. To withdraw officially, the student must submit either a Drop or a Withdrawal form to the Counseling Office. Students may not submit Drop or Withdrawal forms online.

CLASS DECORUM

Be punctual, as class will begin on time. Breaks will be given; students must return promptly. Attendance is mandatory; roll will be taken. Beepers and cell phones must be turned off during class or set on vibrate. Texting during class is both rude and disruptive and will result in a deduction in final grade. Any use of laptop computers is expected to be minimal, limited to note-taking, and unobtrusive to the rest of the class. Laptop computers are allowed in the classroom for note-taking purposes only, not for sending/receiving email, surfing the internet, completing homework, or researching. Please limit computer use to the purpose described; violations will result in a zero in participation for the course and additional sanctions as deemed appropriate by the instructor. Classroom sidebar conversations are to be kept to a minimum and limited to course content.

Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive, as is leaving early. If you have to

leave early, make arrangements before class begins, and then, when you leave, do so quietly. Be prepared to participate. Counseling is an interactive profession. Professional respect and courtesy are expected at all times toward class members. While snacks and drinks are allowed in the classroom, please wait until the break before indulging in a meal. Foods can be disruptive and offensive to other classmates. Students are obligated to check SMU email at least once daily, preferably twice daily, as this is the official means of communication.

SMU POLICY

Refer to the smu.edu website or the Counseling Office in Suite 234 for questions or information regarding SMU policy and procedures.

SMU Honor Code **http://www.smu.edu/studentlife/PCL_05_HC.asp**

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.

Statement on Confidentiality and Emotional Safety:

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice, clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Program will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACE in their code of ethics. Failure to do so can result in termination from the Department.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Disability Accommodations

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements

are not met by the completion date. The maximum period of time allowed to clear the *Incomplete* grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU Emergency Preparedness Syllabus Insert:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Assignment due date:

Unless otherwise stated, assignments are due at the beginning of class and ***late work will not be accepted.***

GRADES

Your final grade will be on the following point scale and converted to letter grades using the following criteria. A grade of *A is* considered appropriate for outstanding work and is earned when student achievement clearly surpasses an acceptable level of graduate endeavor.

930 – 1000 = A	830 – 869 = B
900 – 929 = A-	800 – 829 = B-
870 – 899 = B+	770 – 799 = C+

***This syllabus is subject to change; if so, students will be provided an updated version.**

Week		Reading and Assignments
1	Introduction & Course Overview Historical perspectives of testing and assessment Basic Concepts: Terms, Historical figures, ethical codes	Chapter 1 (Read & be prepared to discuss) Lecture and class discussion
2	Ethical and Legal Issues in assessment Informal Assessments: Holmes Stress Scale SAD PERSONAS, CAGE Genograms	Chapters 1, 2, & 10 Quiz #1: Terms in Assessment
3	Test worthiness: Reliability, Validity, Practicality, Cross-cultural Fairness Comprehensive Assessment Reports	Chapters 3 & 12
4	Statistical Concepts SMU Family Counseling Center Assessments Goal Attainment Scaling	Chapters 3 & 4
5	Statistical Concepts SOAP/DAP notes	Chapter 5 View Documentary: ***Tyson*** prior to class
6	Chapter 6 Assessment of Educational Ability WAIS, OLSAT, WRAT, W-J III, SAT, PSAT, GRE	Chapter 6 **Midterm Exam** Chapters: 1,2,3,4,5,10, 12
7	Chapters 9 Counseling, Diagnosis, and the DSM Multiaxial Diagnosis GAF	**Chapter 9** **Class discussion** Article: *The Clinical Interview* (Provided by Instructor)
8	Chapters 11 Personality Assessment Millon, HFD & H-T-P Scoring criteria	Chapters11 **Article critique due**
9	Chapters 7 & 8 Intelligence Testing Theories of Intelligence Career Tests	Discussion Article: *Provided by Instructor* **Test protocols and reports due**
10	Conclusion of term Functional Behavior Assessment Optional: Children's Art Work	**Comprehensive Final Exam** Emphasis on Chapters 6,7,8,9, & 11

APA 6th Ed Format and points for Article Critique: Research-Based Articles

A. Page 1 (one line for each below + Running head) 3 points
Full Title of the article
Your name, date, SMU, HDCN 6340, Dr. McAlister
Hard copy of article attached (***minus 10 points without article***)

B. Page 2 5 points
Write an abstract summarizing the article

C. Pages 3-4 Full title of the article

1. The Problem (*level one heading*) 5 points
   - Is the problem clearly stated?
   - Is the problem practically important?
   - What is the purpose of the study?
   - What is the hypothesis?
   - Are the key terms defined?
2. Review of Literature 5 points
   - Are the cited sources pertinent to the study?
   - Is the review too broad or too narrow?
   - Are the references recent? Thorough?
   - Is there any evidence of bias?
3. Design and procedures 5 points
   - What research methodology was used?
   - Was it a pilot, replica study, or an original study?
   - What measurement tools were used?
   - How were the procedures structured?
   - What statistical formulas employed?
   - What are the variables?
   - How was sampling conducted?
4. Data Analysis and presentation 7 points
   - How was data analyzed?
   - Was data qualitative or quantitative?
   - Did findings support the hypothesis and purpose?
   - Were weaknesses and problems discussed?
5. Conclusions and Implications 5 points
   - Are the conclusions of the study related to the original purpose?
   - Address the credibility of the authors or principal investigators.
   - Were the implications discussed?
   - Whom will the results and conclusions affect?
   - What recommendations were made at the conclusion?
6. Overall Assessment 5 points
   - What is your overall assessment of the study's value and and significance? What did you learn?

D. Page 5 Reference Article citation in APA 6th Ed. Format 5 points

E. APA 6th Edition Format (4-5 errors: 2 pts, 1-3 errors: 3 pts, 0 errors= 5pts

Total 50 points

SUPPLEMENTAL INFORMED CONSENT FORM FOR CLIENTS OF PRACTICA STUDENTS

Make as many copies as needed to use as you practice your test administrations.

My name is ___(your name)___ and I am a graduate student in the Department of Counseling at Southern Methodist University. I am currently a graduate student taking an assessment course. My direct supervisor here at Southern Methodist University is Dr. Gay McAlister, SMU Department of Counseling faculty and HDCN 6340 Assessment Instructor. In order to practice test administration, I must administer varied test instruments with different ages. If you have any questions or concerns regarding the services I am providing to you, you are welcome to contact my direct supervisor. I am required to have direct supervision of my counseling services and cannot provide any services without this supervision.

I am also required to participate in an assessment class held at Southern Methodist University. This class is supervised by a faculty advisor, Dr. Gay McAlister, SMU-in-Plano, 5228 Tennyson, Bldg. 3-102, Plano, Tx 75024, Office: 972-473-3452, Email: gmcalist@smu.edu and only includes advanced graduate students enrolled in my program (typically eight to ten students or fewer). I may present and discuss client test results and/or observations to the class for educational purposes. If I present any aspects of your case or results to the class, no identifying information will be shared with the class, and your confidentiality will be protected (for example, no information about your name, employer, city of residence, schools attended, or other identifying information will be included). Audio and/or Videotaping may be requested in some sessions. Test answer sheets or tapes will be kept securely and used only within the context of consultation with appropriate supervisors. They will be destroyed upon completion of the course.

I, (Printed Client or parent name)_____, have been provided the above information and give permission for myself or minor child (Name:_____) to participate.

I agree to video/audiotaping. _____Yes ____X___No

_____ _____ _____ _____

Client Signature Date Witness Date

Remove this page; print your name, date and sign then submit to Dr. McAlister.

I have received a copy of the course syllabus and grading policy, and I understand how grades will be determined for HDCN 6340 Assessment, Winter 2014 term.

The scored test protocols, signed permission forms, and a one paragraph summary report for each test administered, due on the **ninth** class meeting, must be completed accurately and completely in order to earn credit for this course. *Late work will be accepted at the discretion of the instructor with substantial late points deducted.*

_____ _____

Printed Name Signature

_____

Date

Name: _____ Instructor: **McAlister** **HDCN 6340**

	Criteria				Points
	5	**3**	**1**	**0**	
Attendance / Promptness	Student is **always** prompt and regularly attends classes.	Student is late or absent to class **once OR LEAVES early** and regularly attends classes.	Student is late or absent to class **twice or leaves early** and regularly attends classes.	Student is late or absent to class **more than twice** and/or has poor attendance of classes.	____
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions **more than once** per class.	Student proactively contributes to class by offering ideas and asking questions **once** per class.	Student **rarely** contributes to class by offering ideas and asking questions.	Student **never** contributes to class by offering ideas and asking questions.	____
Listening Skills	Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others.	Student **listens** when others talk, both in groups and in class.	Student **does not** listen when others talk, both in groups and in class.	Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak.	____
Behavior	Student **almost never** displays disruptive behavior during class.	Student **rarely** displays disruptive behavior during class.	Student **occasionally** displays disruptive behavior during class.	Student **almost always** displays disruptive behavior during class.	____
Preparation	Student is **almost always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **rarely** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	____
				Total---->	____

Instructor Comments: