

***Evaluation and Assessment: 2PSY 542***

3 hours

Reformed Theological Seminary – Orlando

Winter 2010

***Instructor:*** James Coffield, Ph.D.

Prerequisite: Admission to the MAC program.

***Course Description:*** This course teaches the use and application of tests and measurements in diagnosis and assessment of intrapersonal and interpersonal characteristics and function. Test content, validity, reliability, purpose, limitations, ethics and administration are compared and evaluated. Stress is placed on the interpretation of test results to the client population. \*This class meets CACREP requirements for Assessment curriculum as stated in Section 7 of the academic standards of accredited programs.

***Format:*** An experiential component of this class will facilitate the learning. All students will be required to take a battery of assessment tools (listed below), each student will apply their understanding of testing to their own results – they will give and receive feedback on the data provided by the assessment tools. Additionally, they will be required to show a basic understanding of terms and concepts in the area of assessment. Required testing battery: MMPI-2, Firo-B, MBTI, DiSC, Prepare/Enrich, Taylor-Johnson.

***Objectives:*** A successful student at the completion of this course will be able to...

- Articulate a philosophy of testing and assessment (this philosophy of testing should include an understanding of historical perspectives concerning the nature and meaning of Assessment –CACREP 7.a,g)
- Become sensitive to the social and ethical implication of testing and to the limits of testing (CACREP 7.f,i)
- Become familiar with and acceptably proficient with test administration and interpretation.(CACREP 7.h.)
- Understand, define and describe basic concepts of testing ( such as: reliability , validity, norms, factor analysis ; CACREP 7. b,c,d,e)
- Use test results in their own self evaluation and be able to use some limited tests in their own practice. (CACREP 7.h)
- Administer and interpret a testing instrument to clients in clinic under supervision.
- Become trained and certified with the Prepare/Enrich marital counseling and assessment instrument.

Note: each student will also need to schedule a 30 min individual appointment with the instructor (MMPI-2 feedback) and sign-up to take two tests on-line (about 2 hours)

***Assignments/Requirements:***

1. Reaction and reflection: each student will react to the information given to them from each testing experience; including discussing the appropriate use of the instrument in a counseling practice. (35%)
2. Definition sheet (35%)
3. Take home final (15%)
4. Attendance (15%)
5. Certification and supervised training in the use of Prepare/Enrich

***Terms, definitions and outline***

texts are on reserve in the library

Test Construction...

Classical test theory

$X = T + E$

Measurement error / random error

Reliability

Reliability coefficient

Test-retest reliability

Alternative forms (Equivalent, Parallel)

Split half

Inter-rater reliability (inter-scorer, inter-observer)

Factors that affect the reliability coefficient (Test length, range of test scores, guessing)

Interpreting of reliability

Standard error of measurement

Confidence interval

Validity

Content validity

Criterion-related validity

Face validity

Factor analysis

Concurrent vs. Predictive validity

True positive

False positive

True negative

False negative

Norm-referenced test

Percentile ranks

Standard scores

Age / grade equivalents

Criterion related interpretations (percentage scores, mastery scores)

Standardized test

Objective vs. subjective tests

Maximum vs. typical performance test

Speed vs. power tests

Actuarial vs. Clinical predictions

Computer assisted assessment

Computer-based test interpretation

Special populations

Elderly

Children

Multicultural assessment

Conservative Christians

Intelligence testing

Heredity vs. Environmental influences

Flynn effect

Differences in IQ related to race and ethnicity

Measures of IQ

Stanford-Binet Intelligence Scale

Wechsler scales

WAIS-R – Wechsler Adult Intelligence Scales, Revised

WISC-III – Wechsler Intelligence Scale for Children

WPPSI-R – Wechsler Primary & Preschool Scale of  
Intelligence, Revised

PL 94-142, The Education for all Handicapped Children act of 1975.

“least restrictive environment”

Culture-fair tests

Ability tests

Achievement tests

Aptitude tests

Measures of personality

Projective tests

Projective hypothesis

Rorschach Inkblot test

Exner scoring system

Thematic Apperception Test (TAT)

House, Tree, Person

Informal projective assessment techniques

MMPI-2 (MMPI-A)

California Psychological Inventory

16 PF – Sixteen Personality Factor Questionnaire

Beck depression Inventory

Million Clinical Multiaxial Inventory

MBTI

Norm-referenced scoring

Criterion-referenced scoring

Reasons for testing

Psychological reports

**\*CACREP Standards**

**7. ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- a.** historical perspectives concerning the nature and meaning of assessment;
- b.** basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c.** statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d.** reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e.** validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f.** age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g.** strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h.** an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i.** ethical and legal considerations.