

Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

Instructor: James Coffield, Ph.D.

Dates: 12/12, 1/23, 1/24, 1/25 and 1/26

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.

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- 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.

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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

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Heredity vs. Environmental influences

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Ability tests

Achievement tests

Aptitude tests

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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

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MBTI

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- 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;
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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

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“least restrictive environment”

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Ability tests

Achievement tests

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Projective hypothesis

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Exner scoring system

Thematic Apperception Test (TAT)

House, Tree, Person

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MMPI-2 (MMPI-A)

California Psychological Inventory

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MBTI

Norm-referenced scoring

Criterion-referenced scoring

Reasons for testing

Psychological reports

****CACREP Standards***

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Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

Instructor: James Coffield, Ph.D.

Dates: 12/12, 1/23, 1/24, 1/25 and 1/26

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Reliability

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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)

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Standard error of measurement

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Factor analysis

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Percentile ranks

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Criterion related interpretations (percentage scores, mastery scores)

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Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

Instructor: James Coffield, Ph.D.

Dates: 12/12, 1/23, 1/24, 1/25 and 1/26

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Reliability coefficient

Test-retest reliability

Alternative forms (Equivalent, Parallel)

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Criterion-related validity

Face validity

Factor analysis

Concurrent vs. Predictive validity

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False positive

True negative

False negative

Norm-referenced test

Percentile ranks

Standard scores

Age / grade equivalents

Criterion related interpretations (percentage scores, mastery scores)

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Objective vs. subjective tests

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Reasons for testing

Psychological reports

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Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

Instructor: James Coffield, Ph.D.

Dates: 12/12, 1/23, 1/24, 1/25 and 1/26

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Terms, definitions and outline

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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

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Achievement tests

Aptitude tests

Measures of personality

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Projective hypothesis

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Reasons for testing

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Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

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Winter 2012

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Evaluation and Assessment: 2PSY 542

3 hours

Reformed Theological Seminary – Orlando

Winter 2012

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$X=T + E$

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

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Criterion-related validity

Face validity

Factor analysis

Concurrent vs. Predictive validity

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Percentile ranks

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