Instructor: Daniel Gutierrez, Ph.D., LPC, LMHC, NCC

Meeting times: July 24 – 28, 2017; 8:00am-5:00pm

Perquisite: Admission to the MAC program

Required Texts


*Required selections (e.g., journal articles) will be assigned by the instructor.*

Recommended Readings


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.*

Course Format:

An experiential component of this class will facilitate much of the learning. All students will be required to take a battery of assessment tools; and 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 will be provided by the instructors.

**Course 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 martial counseling and assessment instrument.

**Applicable CACREP Standards**

Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009) for Core Curricular Experiences – Assessment (G.7.x), Clinical Mental Health Counseling (CMHC); Marriage, Couple and Family Counseling (MCFC); and School Counseling (SC):

G.7.a. - Historical perspectives concerning the nature and meaning of assessment;
G.7.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, psychological testing, and behavioral observations;
G.7.c. - Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
G.7.d. - Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
G.7.e. - Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
G.7.f. - Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
G.7.g. - Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

CMHC G.1. - Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
CMHC G.2. - Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

CMHC G.4. - Identifies standard screening and assessment instruments for substance use disorders and process addictions.

CMHC H.2. - Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

SC G.3. - Identifies various forms of needs assessments for academic, career, and personal/social development.

SC H.1 - Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

SC H.2. - Selects appropriate assessment strategies that can be used to evaluate a student’s needs.

**FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (FSAC 13th ed.; 2010)**

Knowledge of student assessment (Competency #3)

1. Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
2. Identify factors that may influence student performance and affect test results.
3. Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.
4. Interpret the results of formal and informal assessments.
5. Identify appropriate methods of communicating synthesized data from a variety of sources (e.g., response to intervention, Florida’s Academic Counseling and Tracking for Students [FACTS]) for a comprehensive assessment of a student.

**Course Requirements:**

1. Reaction, reflection, & critique: each student will react to the information given to them from each testing experience; including discussing the use of the instrument in a counseling practice in terms of reliability, validity, and appropriateness. (25%)
2. Test Critique – See end of syllabus (25%)
3. Final Exam (15%)
4. Attendance (15%)
5. Certification and supervised training in the use of Prepare/Enrich (20%)

*Note: All assignments are to be submitted via Canvas
<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
<th>Chapters Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course Introduction – Who am I and Who are you</td>
<td>Daniel Gutierrez</td>
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<tr>
<td></td>
<td>• What is testing about?</td>
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<td>• Camera</td>
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<td></td>
<td>• Test Construction</td>
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<td>• Validity and Reliability</td>
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<td>• Understanding and Interpreting Test Scores</td>
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<td>• Methods, Purposes, and Types of Assessment</td>
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<td>• Ethics and Cultural Considerations of Testing</td>
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<td>2.</td>
<td>The Initial Assessments – Getting it started</td>
<td>Daniel Gutierrez</td>
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<td>• Where to start with assessments</td>
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<td>• Bio-Psycho-Social-Spiritual Assessments</td>
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<td>• DOACLIENTMAP Model</td>
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<td>• Assessment vs Diagnosis</td>
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<td>• The Mental Status Exam</td>
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<td>3.</td>
<td>Assessing for Psychopathology and Dangerousness:</td>
<td>Daniel Gutierrez</td>
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<td>• Suicide and Self Injury Assessment</td>
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<td>• Psychological Symptoms Questionnaires</td>
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<td>• Substance Abuse Assessment</td>
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<td>• Process Addiction</td>
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<td>• Strength-based clinical assessments</td>
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<td>4.</td>
<td>Marriage and Relationship Assessment and Personality</td>
<td>Daniel Gutierrez</td>
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<td></td>
<td>• Personality Tests</td>
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<td>• MMPI</td>
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<td>• Projective Testing</td>
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<td>5.</td>
<td>Life Planning Tests – Containing Curiosity</td>
<td>Daniel Gutierrez</td>
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<td>• Couples Counseling Assessments</td>
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<td>• Genograms</td>
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<td>• Prepare and ENRICH Certification</td>
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*Final Exam - Summary and Review of Course*
Test Critique

The purpose of this assignment is to help develop students’ skills in critically evaluating standardized tests. Select a test (to be approved by instructor), and write a review based on the psychometric properties of the test and a critical evaluation of the test content.

Use the following format for your critique:

A. Description of Instrument
   1. Title of instrument, author(s), publication date
   2. Purpose of the instrument
   3. The population for which the instrument was designed
   4. Test user qualifications

B. Psychometric Properties
   1. Norm group
   2. Reliability evidence (describe at least 2 forms: test-retest reliability, internal consistency, and/or interrater reliability)
   3. Validity evidence (describe at least 2 forms: content validity criterion-related validity [concurrent &/or predictive], convergent validity, and/or discriminant validity)

C. Practical Features (describe and evaluate)
   a. Administration procedures
   b. Scoring Procedures
   c. Give an estimate of cost (include manuals, test booklets, answer sheets, computer administration and scoring, etc.)

D. Final Evaluation
   a. List the strengths of the instrument
   b. List the weaknesses of the instrument
   c. Who would you use this with and why
   d. Based on the information you reviewed, give your final evaluation of the instrument.

*Note: A list of approved assessments will be placed on the online course page*
Terms, Definitions and Outline

1) Test Construction…
   a) Classical test theory
   b) X=T + E
   c) Measurement error / random error

2) Reliability
   a) Reliability coefficient
   b) Test-retest reliability
   c) Alternative forms (Equivalent, Parallel)
   d) Split half
   e) Inter-rater reliability (inter-scorer, inter-observer)
   f) Factors that affect the reliability coefficient (Test length, range of test scores, guessing)

3) Interpreting of reliability
   i) Standard error of measurement
   ii) Confidence interval

4) Validity
   a) Content validity
   b) Criterion-related validity
   c) Face validity
   d) Factor analysis
   e) Concurrent vs. Predictive validity
   f) True positive
   g) False positive
   h) True negative
   i) False negative

5) Norm-referenced test
6) Percentile ranks
7) Standard scores
8) Age / grade equivalents
9) Criterion related interpretations (percentage scores, mastery scores)
10) Standardized test
11) Objective vs. subjective tests
12) Maximum vs. typical performance test
13) Speed vs. power tests
14) Actuarial vs. Clinical predictions
15) Computer assisted assessment
16) Computer-based test interpretation
17) Special populations
    i) Elderly
    ii) Children
    iii) Multicultural assessment
    iv) Conservative Christians
18) Intelligence testing
    i) Heredity vs. Environmental influences
    ii) Flynn effect
iii) Differences in IQ related to race and ethnicity
iv) Measures of IQ
   (a) Stanford-Binet Intelligence Scale
   (b) Wechsler scales
      1. WAIS-R – Wechsler Adult Intelligence Scale, Revised
      2. WISC-III – Wechsler Intelligence Scale for Children
      3. WPPSI-R – Wechsler Primary & Preschool Scale of Intelligence, Revised
20) “least restrictive environment”
21) Culture-fair tests
22) Ability tests
23) Achievement tests
24) Aptitude tests
25) Measures of personality
26) Projective tests
   i) Projective hypothesis
   ii) Rorschach Inkblot test
   iii) Exner scoring system
27) Thematic Apperception Test (TAT)
28) House, Tree, Person
29) Informal projective assessment techniques
30) MMPI-2 (MMPI-A)
31) California Psychological Inventory
32) 16 PF – Sixteen Personality Factor Questionnaire
33) Beck depression Inventory
34) Million Clinical Multiaxial Inventory
35) MBTI
36) Norm-referenced scoring
37) Criterion-referenced scoring
38) Reasons for testing
39) Psychological reports
Course Objectives Related to MAC Student Learning Outcomes

Course: PSY542 Evaluations & Assessments  
Professor: Dr. Daniel Gutierrez  
Campus: Orlando  
Date: Summer 2016

<table>
<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>FOUNDBATIONS</strong></td>
<td>Moderate</td>
<td>Understanding how to conduct appropriate assessment is essential to effective treatment planning and clinical care</td>
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<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
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<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong></td>
<td>Moderate</td>
<td>Assessment tools are used in the identification of otherwise undetectable clinical concerns and for the accurate selection of treatment strategy</td>
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<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
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<td><strong>DIVERSITY AND ADVOCACY</strong></td>
<td>Moderate</td>
<td>Selecting and administering culturally appropriate assessments is important part of offering effective clinical services and advocating for clients</td>
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<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
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<td><strong>ASSESSMENT</strong></td>
<td>Strong</td>
<td>The chief goal of this course is to ensure that each student understands the fundamental principles of assessment, and how to administer, interpret, and evaluate assessment and screening tools in a clinical setting.</td>
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<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</td>
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<td><strong>RESEARCH AND EVALUATION</strong></td>
<td>Moderate</td>
<td>Assessment tools must be empirically validated using appropriate research methods</td>
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<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
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<td><strong>DIAGNOSIS</strong></td>
<td>Moderate</td>
<td>Diagnosis is a form of assessment</td>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders</em> (DSM), and evaluates them through a biblical and theological framework.</td>
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<td><strong>INTEGRATION</strong></td>
<td>Minimal</td>
<td>Spiritual worldview of the client can influence the assessment process. Additionally, there are empirically validated measures of spiritual development that we discuss in this course</td>
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<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
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<td><strong>SANCTIFICATION</strong></td>
<td>Minimal</td>
<td>“If God’s purpose for your job is that you serve the human community, then the way to serve God best is to do the job as well as it can be done.” – Dr. Timothy Keller</td>
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<td>Demonstrates a love for Triune God</td>
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