

**TROY UNIVERSITY
COURSE SYLLABUS**

**Term 2 2012
October 15 – December 16**

Course Number: PSY 6645

Course Title: Evaluation and Assessment of the Individual

Semester Hours: 3

Pre-requisites: CP/EDU 6691, or permission of instructor

Class Location: Fort Walton Beach Campus

Class Day/Time: Wednesdays, 5:00 – 10:00 p.m.

Instructor: Dr. Tom Reiner, Assistant Professor of Psychology

Phone: (850) 458-4729

E-mail: treiner@troy.edu

Office Hours: I am available by e-mail at any time. I will respond to your emails within 48 hours. I have office hours on Tuesdays between 12:00 noon and 5:00 p.m and Wednesdays between 10:30 a.m. and 3:30 p.m. Central Standard Time.

Catalog Course Description

The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves the integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment.

Goals and Objectives of Course

The Teacher Education Program and Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate:

- (A)** knowledge of:
1. Appraisal methods and procedures, including but not limited to the following:
 - a. Assessing groups and individuals **[ASDE: 290-3-3-.51 (2)(a)3]**.
 - b. Gathering data and information.
 - c. Selecting and using valid and reliable instruments.
 - d. Using appraisal results in counseling students and in consultation with parents, teachers, and administrators
 - e. Limitations of appraisal, including current issues and trends
 - f. Legal and ethical issues in assessment
 - g. Evaluation of personality, interests, and behavior **[ASDE: 290-3-3-.51 (2)(a)3]**.
 - h. Selection, administration, interpretation, and utilization of assessment instruments **[ASDE: 290-3-3-.51 (2)(a)3]**.
 - i. Report writing **[ASDE: 290-3-3-.51 (2)(a)3]**.
 2. Coordination, placement, and referral procedures.
 3. Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions.
 4. Modern technology and its practical application to the field of school psychology

- (B)** ability to:
1. Conduct psychological and psycho-educational assessment including the following:
 - a. non-biased assessment of personal-social adjustment, and environmental-cultural influences
 - b. formal instruments, procedures, and techniques
 - c. Interviews, observations and behavioral evaluations
 - d. Administer assessment instruments/procedures to students and interpret and communicate results to students, teachers, parents, and administrators
 2. Maintain confidentiality and abide by ethical and legal standards.
 3. Experiences including:
 - a. Participation in role playing;
 - b. Complete psychosocial histories and mental status examinations on children, adolescents, and/or adults;
 - c. Perform testing, test scoring, and test interpretation;
 - d. Prepare case studies and reports on children, adolescents, and/or adults.
 - e. Provide in-service activities related to test administration and interpretation
 4. Critique interviewing/counseling sessions that are actually observed or recorded on audio or videotape. (specifically school psychology students)

Alabama State Department of Education Standards (school psychometry) – noted above

290-3-3-.51(2)(a)3 Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; selection, administration, interpretation, and utilization of assessment instruments and report writing.

CF 5 Demonstrate competencies in content area knowledge, assessment and emerging technologies.
(COE Conceptual Framework)

The following objectives relate to national standards as set by CACREP and CORE:

1. Students will develop knowledge of the theoretical, conceptual and historical basis and the development of assessment techniques. CACREP Section II.G.7a.
2. Students will demonstrate knowledge of basic measurement and evaluation terminology and concepts. This will include knowledge of validity, reliability, descriptive statistics, measures of central tendency and variability, correlation, standard error of measurement and types of derived scores. CACREP Section. II.G.7. b.c.d.e.
3. Students will gain skills in administering, scoring and compiling, in written format, evaluation results. CACREP Section II G. 7.g.
4. Students will demonstrate a knowledge of the basic types of assessment measures to include individual and group appraisal of both environment and performance, computer-aided and computer-based methods, and major types of evaluation such

as achievement, personality and attitude, learning style, mental health, self report and vocational interest inventories. CACREP Section II.G.7. c.f.

5. Students will gain expertise in basic concepts necessary to utilize assessment results within the counseling process. CACREP Section. II. G.7.f.g.
6. Students will be knowledgeable regarding standard references of information regarding evaluative measures. CACREP Section. II.G.7.b.c.d.e.f.g.
7. Students will demonstrate knowledge of non-test assessment data useful in individual analysis and assessment to include interviewing procedures, genograms, behavioral observations, and review of records. CACREP Section. II.G.7.f.g.
8. Students will develop a knowledge base regarding multicultural factors as related to assessment and evaluation. This will involve consideration of the impact of age, gender, ethnicity, language, disability, cultural and socioeconomic factors on assessment and evaluation methods. CACREP. II.G.7.f.g.
9. Students will become familiar with legal and ethical standards and concerns in testing and assessment. CACREP. II.G.7.g.

REQUIRED TEXT:

Neukrug, E. S. & Fawcett, R. C. (2010). *Essentials of testing & assessment* (2nd ed.). Belmont, CA: Brooks Cole

ISBN: 10: 0-495-60458-7

Other Materials: Students are required to purchase Live Text for this course.

METHOD OF INSTRUCTION: Lecture, videos, independent readings, presentations and discussion.

LABORATORY EXPERIENCES: Interviewing, assessment, and report preparation.

COURSE REQUIREMENTS:

Participation	10%
LiveText Clinical Evaluation Report:	15%
LiveText Test Critique Paper:	15%
Class Presentation on a Psychological Test:	30%
Evaluation and Assessment Exam:	30%

LIVETEXT/BLACKBOARD Common Assignments: All students taking this course must complete the following assignments: 1) Written psychological report, 2) Written evaluation of a psychological test, 3) Assessment and research exam

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form PSY 6645 located in the LiveText Forms Section.

LIVETEXT/ASSIGNMENT 1

Clinical Evaluation Report Student Assignment

**CACREP 2009 Standards Section II G. 7 b. c. d. e. f. & g.
AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3**

Clinical Evaluation Assignment: This assignment involves writing in report form the results of various test instruments. All students administer a variety of tests identified by the instructor and write a psychological evaluation report. All reports must be typed. Upon completion of this assignment, please submit in LiveText for review by your instructor.

The administration of the testing instruments should be specific to you major (i.e., children/adolescents – school counseling and school psychometry, all population –other programs).

Elements:

Analysis and synthesis of data obtained from test instruments (II G 7 g)

Inclusion of all data from all instruments utilized – a meaningful clinical pictures emerges for appropriate recommendations – demonstrate knowledge of basic types of assessments including both environment and performance, computer-aided and computer-based methods and major types of evaluation such as achievement, personality and attitude, learning style, mental health, self report and vocational interest inventories (II G 7 c-f)

Presentation of report, including how the clinician (student) would present the test results/information to the person that has participated in the testing. If it is yourself – role play how you would review the results (oral presentation). (II G.7.b.c.d.e)

Referral/Recommendations are professional and consistent with test assessment information.

Quality of writing APA, grammar, sentence structure, etc.

Clinical Evaluation Report LiveText Rubric Instructor grades Assignment 1 Program Evaluation Report After Student Submits Paper

Elements of Clinical Evaluation Report	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Professionalism of Report ASBE- 290.3.3.51.2.A.3 CF 5 C II. G. 7b.f.g.	Report does not demonstrate clarity and lacks analysis and synthesis of each instrument	Report demonstrates below average analysis and synthesis of each assessment instrument	Report demonstrates average data from each assessment instrument but is not adequately analyzed and synthesized for each assessment instrument	Report demonstrates mastery in presentation, analysis and synthesis of data from each assessment instrument	Report demonstrates exceptional analysis and synthesis of data from each assessment instrument presenting an unambiguous clinical picture

Quality of Analysis AL-ASBE- 06.290.3.3.51.2.A.3 CF5 C II G.7.b.c.d.e	Report missing data from some or all instruments, Lacks analysis and synthesis. No meaningful clinical picture emerges.	Report provides some information from each instrument. Synthesis and analysis are attempted, but are unclear. Lacks adequate clinical appraisal and recommendations.	Report provides average information from each instrument. Synthesis and analysis are average. Average clinical appraisal and recommendations.	Report provides comprehensive information from each instrument. Data is combined and synthesized to generate an adequate clinical appraisal and appropriate recommendations.	Report provides exceptional information for each instrument. Data is analyzed and synthesized to portray a very clear clinical picture that leads to appropriate recommendations.
Presentation of Evaluation Results to Client C II G.7.b.c.d.e	No understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment	Below average of presenting test results to client(s) and communicating results that lead to appropriate treatment understanding	Average understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment	Mastery in understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment	Exceptional understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment
Quality of Referral/Recommendations of Test Assessment Results AL-ASBE- 06.290.3.3.51.2.A.3 CF5 C II G.7. g	No understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Below average understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Average understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Mastery in understanding of ethical interpreting of assessment and evaluation; and consistency of results/ recommendations to match test results	Exceptional understanding of ethical interpreting of assessment and evaluation; and consistency of results/ recommendations to match test results
Quality of Writing	Many grammatical, spelling or punctuation errors. Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	A few grammatical, spelling or punctuation errors. Paragraphs included related information but were typically not constructed well.	Average amount of grammatical, spelling or punctuation errors. Average construction of paragraphs containing introductory sentence, some explanations or details and concluding sentence.	Almost no grammatical, spelling or punctuation errors. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	No grammatical, spelling or punctuation errors. All paragraphs include introductory sentence, explanations or details, and concluding sentence

LIVETEXT ASSIGNMENT 2

Test Critique Paper

Student Assignment

CACREP 2009 Standards Section II. G.7 a-g

AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3

Research/Critique Paper Assignment: Write a 4-6 page test critique of a psychological test instrument selected by the student and approved by the instructor that includes elements described below, APA style, as outlined in the APA Manual, must be used. Points will be forfeited if proper format is not used.

Elements of Assignment: The following elements must be incorporated into a critique of a psychological assessment instrument:

- Test title
- Publisher and date of publication
- Description of the purpose and nature of the test
- Professionals qualified to administer and evaluate
- Test forms available
- Normative standardization data must be explained
- Populations for which the instrument is appropriate
- Types of derived scores provided
- Test administration procedures
- Examinee responding mode
- Type of test items
- Theory on which the test is based
- Validity and reliability information
- Evaluate usefulness of this test for your purposes as a future counselor
- Summary
- References: Use the test manual, journal articles, *Mental Measurement Yearbook*, Internet references, other
- Must have 5 or more references within the past 5 years, at least 3 from a peer reviewed journal.

When the assignment is completed, student submits to instructor in LiveText for grading.

Test Critique - LiveText Assignment 2 Instructor Grades Assignment 2 Test Critique After Student Submits Paper

Elements of Research/ Critique Paper	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
APA Style	Failure to use APA format either by substitution of some other style formatting (such as Chicago or	APA format which may be somewhat correct in all areas indicated as Exceptional but has fairly	APA format which may be mostly correct in all areas indicated as Exceptional but has	APA format which is correct in all areas indicated as Exceptional but has some minor errors	APA format which is correct in all areas indicated: Margins Use of past tense Text citations Reference list matching text citations

	Turabian) or evidencing no particular style format.	serious errors (flaws in quotations, seriation, reporting of references, grammar, and/or punctuation) which appear in patterns consistent with a lack of progressive mastery of APA style and formatting.	average amount of errors (flaws in quotations, seriation, reporting of references, grammar, and/or punctuation) which appear in patterns consistent with an average mastery of APA style and formatting.	(such as missing commas, incorrect years in citations) which are not displayed in a consistent pattern that might indicate lack of mastery but rather appear as a result of inattentive proofreading or typos.	Use of quotations Grammar Punctuation And all other conventions of APA format style
Appropriate references	<ul style="list-style-type: none"> References cited were not in appropriate APA style in either text or reference list. Fewer than five references total were cited. Of the references cited, fewer than two were from peer-reviewed journals, library bibliographic references, or other scholarly literature. Four of the references cited (whether from scholarly literature or popular 	<ul style="list-style-type: none"> References cited were somewhat in appropriate APA style in either text or reference list. Fewer than five references total were cited. Of the references cited, fewer than three were from peer-reviewed journals, library bibliographic references, or other scholarly literature. Two or three of the references cited (whether 	<p>References cited were mostly appropriate APA style</p> <p>Five references total were cited.</p> <ul style="list-style-type: none"> Of the references cited fewer than four were from peer-reviewed journals, library bibliographic references, or other scholarly literature. <p>One or two references cited (whether from scholarly</p>	<ul style="list-style-type: none"> Five references were cited. APA style was not correct in the text citations and/or the reference list citations. Five references were from peer-reviewed journals, library bibliographic references, or other scholarly literature. One of the references cited (whether from scholarly literature or popular media) was not clearly and directly 	<ul style="list-style-type: none"> Five references or more were cited appropriately in APA style in both text and references list. At least four of the references were from peer-reviewed journals, library bibliographic references, or other scholarly literature. The scholarly references were germane to the topic. The remaining references, which could be from popular media sources or the internet were clearly and directly related to the topic.

	media) did not support the topic.	from scholarly literature or popular media) did not support the topic.	literature or popular media) did not support the topic.	related to the topic.	
Depth of analysis AL-ASBE- 06.290.3.3.51.2 .A.3 CF 5 C II.7 a.b.c.d.e.f.g.	Addressed less than 12 of the 18 information points described in Exceptional and provided descriptions of these that lacked accuracy.	Addressed less than 14 of the 18 information points described in Exceptional and provided mostly correct descriptions of these.	Addressed 15 of the 18 information points described in Exceptional and provided average amounts of correct descriptions of these.	Addressed 16 of the 18 information points described in Exceptional and provided correct descriptions of these.	Addressed and correctly provided information regarding: <ol style="list-style-type: none"> 1. Test title 2. Publisher and date of publication 3. Description of the purpose and nature of the test 4. Professionals who are qualified to administer, score and interpret the test, 5. Test forms available 6. Populations for whom the instrument may be appropriately administered 7. How the test is scored 8. Standardized scoring procedures 9. Test administration procedures 10. Examinee response method 11. Type of test item 12. Scales of response choices 13. Theoretical basis of the test 14. Validity and reliability studies and results. 15. Criticisms that have been made of the test by other professionals. 16. Uses of the tests by other professionals. 17. Potential usefulness of the test to counselors 18. Recommendations for practice with the test.

COMMON ASSIGNMENT 3 (Blackboard or Face-to-Face)

Evaluation and Assessment Exam

Student Assignment

CACREP Standards Section II G. 7 a –g.

AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3

Student Directions – Complete the Evaluation and Assessment Exam following the guidelines provided below.

Common Assignment/Assessment 3 (Evaluation and Assessment Exam) Description:

This is an objective exam found in Blackboard or given face-to-face with the instructor. Topics on the exam include assessment and research related concepts including statistical concepts, scales of measurement, measures of central tendency, indices of variability, shapes and typed of distribution, correlations, reliability, validity, and basics of standardized and non-standardized testing. Historical perspectives and ethics strategies related to testing are included in the exam. This exam provides basic assessment and research knowledge counseling students should master.

PSY 6645 Evaluation and Assessment of the Individual (Instructor)

LiveText Instructor’s Standards Summary Form

CACREP 2009 Standards – Section II G. 7 a-g

AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3

Instructor completes LiveText summary rubric at the end of the course. This rubric assesses student progress in meeting CACREP and ASDE standards. The rubric provides summary assessment information for program evaluation and individual student progress.

Student Directions - The student will submit the assignment named PSY 6645 Evaluation and Assessment of the Individual Instructor’s Summary Student Document to the instructor in LiveText. This allows the instructor to complete the rubric.

Common Assignments/ Assessments PSY 6645	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
<u>Assignment 1 Clinical Evaluation Report</u> AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3 CACREP II G. 7 b. c. d. e. f. & g.	No understanding of test administration, selection, analysis and synthesis of writing a clinical report	Below average understanding of test administration, selection, analysis and synthesis of writing a clinical report	Average understanding of test administration, selection, analysis and synthesis of writing a clinical report	Mastery in understanding of test administration, selection, analysis and synthesis of writing a clinical report	Exceptional understanding of test administration, selection, analysis and synthesis of writing a clinical report
<u>Assignment 2 Research/Critique Paper</u> AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3 CACREP II G. 7 a-g	No understanding of the professional elements of a test instruments, theoretical base for test instruments,	Below average of the professional elements of a test instruments, theoretical base for test instruments, and/or proper	Average understanding of the professional elements of a test instruments, theoretical base	Mastery in understanding of the professional elements of a test instruments, theoretical base for test	Exceptional understanding of the professional elements of a test instruments, theoretical base for test

	and/or proper resources for selection/review of test instruments	resources for selection/review of test instruments understanding	for test instruments, and/or proper resources for selection/review of test instruments	instruments, and/or proper resources for selection/review of test instruments	instruments, and/or proper resources for selection/review of test instruments
Assignment 3 Research/Assessment Quiz AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3 CACREP II G. 7 b. c. d. e. f. & g.	No understanding of the basic concepts of research and assessment	Below average understanding of the basic concepts of research and assessment	Average understanding of the basic concepts of research and assessment	Mastery in understanding of the basic concepts of research and assessment	Exceptional understanding of the basic concepts of research and assessment

PRESENTATION ON A PSYCHOLOGICAL TEST

Class Presentation Student Assignment

Student Directions – Students are required to give an oral presentation on a psychological test listed on pp. 107-108 in their textbook. It is recommended, but not required, that students base their report on the same test they choose to report on for LiveText Assignment 2. Students will need to prepare a PowerPoint presentation to accompany their talk. Students may distribute handouts and incorporate any appropriate visual or multimedia aids in their report. Presentations need to be a minimum of 20 minutes in duration. Half of the grade for every presentation will be based on peer assessments made by other students in the class.

EVALUATION: TO PASS THE COURSE, STUDENTS MUST DEMONSTRATE KNOWLEDGE AND ABILITY AS SPECIFIED BY COURSE OBJECTIVES, ASSIGNMENTS, ASSESSMENTS AND ACTIVITIES.

There will be a 10% point deduction for any late assignments. You cannot earn an A on any assignment, whether it is written or a class presentation, if it is late.

ABSENCE POLICY:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

****There will be a 10% deduction on your final grade for having more than one unexcused absence. You cannot earn an A in the course for missing more than one class.***

PARTICIPATION:

Students are required to be an active participant in all class discussions and presentations. In addition, students are expected to read all of the assigned materials for each class, to complete projects on time, and to be otherwise prepared for class. Students are required to interact professionally and respectfully towards the professor and classmates at all times. Participation points are earned during class time and may not made-up under any circumstances.

CELL PHONES & OTHER ELECTRONIC DEVICES:

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, but sending or receiving non-emergency messages is forbidden by the University.

ADDITIONAL SERVICES:**AMERICANS WITH DISABILITY ACT (ADA)**

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>.

ACADEMIC MISCONDUCT:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct

Academic Honesty/Plagiarism Policy

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in PSY 6645 are as follows: Plagiarism will result in a grade of zero for the assignment.

Schedule of Classes		
Week	Date	Topic
1	10/17	Ch. 1 History of Testing and Assessment Ch. 2 Ethical, Legal, and Professional Issues in Assessment
2	10/24	Ch. 3 Test Worthiness: Validity, Reliability, Practicality, and Cross-Cultural Fairness Ch. 4 Statistical Concepts: Making meaning Out of Raw Scores
3	10/31	Ch. 5 Statistical Concepts: Creating New Scores to Interpret Test Data Ch. 12 The Assessment Report Process
4	11/07	Ch. 6 Assessment of Education Ability Ch. 7 Intellectual and Cognitive Functioning
5	11/14	Ch. 8 Career and Occupational Assessment <i>Student presentations on Tests from Ch. 6</i>
6	11/21	<i>Holiday – No Class</i>
7	11/28	Ch. 9 Clinical Assessment Ch. 10 Information Assessment <i>Student presentations on Tests from Ch. 7</i>
8	12/05	<i>Student presentations on Tests from Ch. 8 and 9</i> <i>LiveText Clinical Evaluation Report and Test Critique Paper due by 11:59 p.m. on Friday, July 20</i>
9	12/12	Evaluation and Assessment Exam

**All Times are Central Standard Time*

Revised: October 1, 2012