

University of North Carolina at Greensboro  
Department of Counseling and Educational Development  
CED 777A

## **Seminar in Clinical Assessment**

**Fall 2003**

### **Class Schedule/Location**

Class meets Wednesdays  
9:00 - 11:50  
Curry 331

### **Instructor**

Craig S. Cashwell, Ph.D.

### **Textbook**

No text is required. Readings, as indicated on the syllabus, are available on reserve. Additional readings may be assigned throughout the semester.

### **Recommended**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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### **Prerequisites**

CED 777A is a *Seminar* open to doctoral students as well as students in advanced standing in the counseling program. Master's students must have permission of the instructor and support from the counseling faculty to enroll.

### **Course Objectives**

1. Students will have a *working knowledge* of basic testing concepts such as reliability, validity, and types of standard scores.
2. Students will consider the uses, misuses, and abuses of the Diagnostic and Statistical Manual (DSM).
3. Students will be exposed to alternative methods of collecting and representing data.
4. Students will obtain supervised experience regarding the assessment and interpretation process with a colleague.
5. Students will gain an in-depth knowledge of a particular aspect of assessment and testing and disseminate this information to students through presentations.

### **TEXT**

There is not an official text for this seminar. Anastasi (1988), Hood and Johnson (1997), and Kaplan and Sacuzzo (1997) are recommended texts if preliminary study is necessary. Readings will be required throughout the semester and can be found on e-reserve in Jackson library.

### **Assignments**

#### **1. Class participation**

Because of the seminar format of this course, you are responsible for critically reading and preparing for class. Frequently, class will begin with student questions and comments based on assigned readings and I will function primarily as a facilitator of the discussion. Active participation in this process, evidenced by thoughtful questions, comments, and responses to questions in a respectful atmosphere of give-and-take demonstrate your accepted responsibility for your learning in this course.

#### **2. Two (2) take home essay examinations will be given.**

Examination 1    Distributed XXXX; Due XXXX at 9:00 a.m.  
Examination 2    Distributed XXXX; Due by XXXX at 9:00 a.m.

### **3. Class Presentation**

Each student will provide an in-class presentation of a specific aspect of assessment or testing. In preparing your presentation, please keep in mind the seminar format of the course and adjust accordingly, i.e., encourage audience participation and include time for discussion and Q & A. Potential topics are quite broad, such as assessing a specific population or treatment issue, a specific qualitative assessment process or procedure, or a specific DSM diagnosis. If you have any questions about a particular topic, please discuss this in advance with me.

#### **FAQs**

Handouts should be made available.  
Use of audiovisual material and creativity are encouraged!  
Presentations should last 40-45 minutes

Brief prospectus (abstract, 2-3 key references, preferred presentation date) due: XXXX  
Presentation Dates: XXXX & XXXX (NEED A 3<sup>rd</sup> date??)

### **4. Test interpretation videotape**

With a classmate, prepare a 35-40 minute videotape of a test interpretation session based on an instrument (or battery of instruments) that your classmate has taken. This assignment should be completed after class on XXXX.

NOTE: Should opportunities arise in the clinic for test interpretation sessions with clients, this may be used in lieu of working with a classmate.

In addition to your videotape, you should submit a 2-3 page narrative self-evaluation of **your** work in the session (i.e., do not focus on the Aclient@).

Additional information and grading criteria will be provided in class.

Due:        **BY XXXX at 9:00 A.M.**

#### Grading:

Class Participation

20 points

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Midterm Exam (Essay)	20 points
Final Exam (Essay)	20 points
Presentation	20 points
Test Interpretation Videotape	20 points

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C

### Confidentiality

All students must sign the Center for Education Studies and Development Aconfidentiality statement@ **if** Center client information is discussed. Due to the possibility of live observations and the use of video taped sessions, students are required to adhere to confidentiality and privacy guidelines. Students must respect the privacy of others and not share, in any form, what they encounter in class.

### Practicum (653B-01)

All students must register for practicum. Grades will be assigned for completing the following:

1. Taking at least 2 tests (at least one of which must be a measure of personality) and writing a 1-2 page interpretation of the scores for each test as if you are writing these for a client.

\*\*Alternative to requirement 1: For those students interested in working with a population (e.g., children or adolescents, adults with developmental disabilities) where group observations may be appropriate (e.g., school, residential treatment facility), a functional behavioral assessment may be conducted in lieu of taking 1 test *if* the student has access to an appropriate setting. Students choosing this alternative will be required to submit an overview of the observation process, including functions of the targeted behavior and recommendations for interventions. All students choosing this option must discuss their plans with the instructor prior to conducting the observation. Respecting privacy and confidentiality is essential for this assignment.

2. Critiquing 2 tests (format will be provided in class; there should be no overlap in tests used for practicum assignment 1).

By XXXX, you should submit a folio including:

- \* test interpretations for self-administered tests (or functional behavioral assessment)
- \* test critiques

### TENTATIVE Class Schedule

Date	Topic	Readings
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8-20	Welcome, Introduction to Course Uses and Nature of Assessment		
8-27	Cultural, Ethical, and Legal Issues  Preparation of Counselors	RUST Statement RRTT Statement Goldman, 1994a, b Zytowski, 1994 Prediger, 1994	
9-3	Measures of Central Tendency Measures of Variance Standard Scores	Hood & Johnson, Ch. 3 (Optional)	
9-10	Evidence of Validity Evidence of Reliability NOTE: Class will end at 11:00 on this day!	Hood & Johnson, Ch. 3 (Optional)	
9-17	Computer-based Testing and Assessment Guests: Melinda Gibbons & Matt Shurts		
9-24	Assessing Spirituality Guests: Melanie Harper and Carman Gill		
10-1	Test Development Test Selection	Kaplan & Saccuzzo, Ch. 6 Kaplan & Saccuzzo, Ch. 7	Test Adm
10-8	EXAM 1 DUE AT START OF CLASS Test Interpretation  Report Writing	Tinsley & Bradley, 1986 Goodyear & Lichtenberg, 1999 Tracey & Rounds, 1999	
10-15	DSM-IV	Ivey & Ivey, 1998 Hinkle, 1999 Ivey & Ivey, 1999	
10-22	Student Presentations		
10-29	Student Presentations		
11-5	Student Presentations		
11-12	Student Presentations Alternatives to Traditional Psychological Tests		
11-19	Alternatives to Traditional Psychological Tests		

11-26	NO CLASS - HAPPY THANKSGIVING!
12-3	Last Class Class Evaluations Practicum Folio Due Test interpretation videotapes/self-assessment due Final Examination Distributed
12-10	Final Examinations Due by 9:00 (NO CLASS)

### Recommended Readings

- Airasian, P. W. (1993). Policy-driven assessment or assessment-driven policy? *Measurement and Evaluation in Counseling and Development*, 26, 22-30.
- American Counseling Association (1989). *Responsibilities of Users of Standards Tests*. Alexandria, VA: Author.
- American Psychological Association (1994). *The diagnostic and statistical manual of mental disorders*. Washington, DC: Author.
- American Psychological Association (2000). *Rights and responsibilities of test takers: Guidelines and expectations*. Available: <http://www.apa.org/science/ttrr.html>.
- Boen, D. L. (1988). A practitioner looks at assessment in marital counseling. *Journal of Counseling and Development*, 66, 484-486.
- Bradley, R. W. (1994). Tests and counseling: How did we ever become partners. *Measurement and Evaluation in Counseling and Development*, 27, 224-226.
- Claiborn, C. D., & Hanson, W. E. (1999). Test interpretation: A social influence perspective. In J. W. Lichtenberg & R. K. Goodyear (Eds.), *Scientist-practitioner perspectives on test interpretation* (pp. 151-166). Boston, MA: Allyn and Bacon.
- Daniels, M. H., & Altekruze, M. (1982). The preparation of counselors for assessment. *Measurement and Evaluation in Guidance*, 15, 74-81.
- Duckworth, J. (1990). The counseling approach to the use of testing. *Counseling Psychologist*, 18, 198-204.
- Elmore, P. B., Ekstrom, R., & Diamond, E. E. (1994). Counselors= test use practices: Indicators of the adequacy of training. *Measurement and Evaluation in Counseling and Development*, 27, 116-124.
- Elmore, T. E., & Roberge, L. P. (1982). Assessment and experiencing: Measuring the marigolds. *Measurement and Evaluation in Guidance*, 15, 95-102.
- Golden, C. J. (1990). *Clinical interpretation of objective psychological tests* (2nd ed.). Boston: Allyn & Bacon.
- Goldman, L. (1972). Tests and counseling: The marriage that failed. *Measurement and Evaluation in Guidance*, 15,

213-220.

Goldman, L. (1982). Assessment in counseling: A better way. *Measurement and Evaluation in Guidance, 15*, 70-73.

Goldman, L. (1990). Qualitative assessment. *Counseling Psychologist, 18*, 205-213.

Goldman, L. (1994a). The marriage between tests and counseling redux: Summary of the 1972 article. *Measurement and Evaluation in Counseling and Development, 27*, 214-216.

Goldman, L. (1994b). The marriage is over...for most of us. *Measurement and Evaluation in Counseling and Development, 27*, 217-218.

Goodyear, R. K., & Lichtenberg, J. W. (1999). A scientist-practitioner perspective on test interpretation. In J. W. Lichtenberg & R. K. Goodyear (Eds.), *Scientist-practitioner perspectives on test interpretation* (pp. 1-14). Boston, MA: Allyn and Bacon.

Haverkamp, B. E. (1994). Using assessment in counseling supervision: Individual differences in self-monitoring. *Measurement and*

Hinkle, J. S. (1994). Practitioners and cross-cultural assessment: A practical guide to information and training. *Measurement and*

Hinkle, J. S. (1999). A voice from the trenches: A reaction to Ivey and Ivey (1998). *Journal of Counseling and Development, 77*, 474-483.

Hohenshil, T. H., & Humes, C. W. (1988). Preschool assessment: Implications for counselors. *Journal of Counseling and Development, 66*, 251-252.

Ivey, A. E., & Ivey, M. B. (1998). Reframing *DSM-IV*: Positive strategies from developmental counseling and therapy. *Journal of Counseling and Development, 76*, 334-350.

Ivey, A. E., & Ivey, M. B. (1999). Toward a developmental diagnostic and statistical manual: The vitality of a contextual framework. *Journal of Counseling and Development, 77*, 484-490.

Kaplan, R. M., & Saccuzzo, D. P. (1997). *Psychological Testing: Principles, Applications, and Issues* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Laing, J. (1988). Self-report: Can it be of value as an assessment technique? *Journal of Counseling and Development, 67*, 60-61.

Lam, T. C. M. (1994). Testability: A critical issue in testing language minority students with standardized achievement tests. *Measurement and Evaluation in Counseling and Development, 27*, 179-191.

Lissitz, R. W., & Schafer, W. D. (1993). Policy-driven assessment: An old phenomenon with new wrinkles. *Measurement and*

Madaus, G. F., & Kellaghan, T. (1993). Testing as a mechanism of public policy: A brief history and description. *Measurement and*

Mehrens, W. A., & Lehmann, I. J. (1985). Interpreting test scores to clients: What score should one use? *Journal of Counseling and Development, 317-320*.

Millon, T., & Everly, G. S. (1985). *Personality and its disorders: A biosocial learning approach*. New York: John Wiley.

Ponterotto, J. G., Pace, T. M., & Kavan, M. G. (1989). A counselor's guide to the assessment of depression. *Journal of Counseling and Development*, 67, 227-234.

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Popham, W. J. (1993). Measurement-driven instruction as a "quick-fix" reform strategy. *Measurement and Evaluation in Counseling and Development*, 26, 31-34.

Prediger, D. J. (1994). Tests and counseling: The marriage that prevailed. *Measurement and Evaluation in Counseling and Development*, 27, 227-234.

Prediger, D. J. (1994). Multicultural assessment standards: A compilation for counselors. *Measurement and Evaluation in Counseling and Development*, 27, 68-73.

Sampson, J. P., Jr. (1990). Computer-assisted testing and the goals of counseling psychology. *Counseling Psychologist*, 18, 227-239.

Saunders, R. P., & Balinsky, S. E. (1994). Assessing the cognitive stress of graduate students. *Measurement and Evaluation in Counseling and Development*, 27, 192-203.

Shertzer, B., & Linden, J. D. (1982). Persistent issues in counselor assessment and appraisal. *Measurement and Evaluation in Guidance*, 15, 9-14.

Stiggins, R. J. (1993). Two disciplines of educational assessment. *Measurement and Evaluation in Counseling and Development*, 26, 93-104.

Tinsley, H. E. A., & Bradley, R. W. (1986). Test interpretation. *Journal of Counseling and Development*, 64, 462-466.

Tracey, T. J., & Rounds, J. (1999). Inference and attribution errors in test interpretation. In J. W. Lichtenberg & R. K. Goodyear (Eds.), *Scientist-practitioner perspectives on test interpretation* (pp. 113-131). Boston, MA: Allyn and Bacon.

Tyler, L. E. (1984). What tests don't measure. *Journal of Counseling and Development*, 63, 48-50.

Vacc, N. A. (1982) A conceptual framework for continuous assessment of clients. *Measurement and Evaluation in Guidance*, 15, 40-47.

Vacc, N. A., (1991). Changing times: Changing views about testing. *Journal of Humanistic Education and Development*, 30, 88-90.

Vacc, N. A., Myers, J. E., Von Steen, P., & Usher, C. (1994). Members' views and practices concerning the association for assessment in counseling. *Measurement and Evaluation in Counseling and Development*, 27, 227-238.

Watkins, C. E., Jr., & Campbell, V. L. (1990). Testing and assessment in counseling psychology: Contemporary developments and issues. *Counseling Psychologist*, 18, 189-197.

Ysseldyke, J. E., & Marston, D. (1982). Gathering decision-making information through the use of non-test-based methods. *Measurement and Evaluation in Guidance*, 15, 58-69.

Zytowski, D. G. (1994). Tests and counseling: We are still married and living in discriminant analysis. *Measurement and Evaluation in Counseling and Development*, 27, 219-223.