An Interactive Syllabus for
Individual Tests of Intelligence and Personality
The University of Northern Colorado

APCE 673-701 Appr. & Assess. in Counseling (3)
CRN: 14001
Location: Colorado Springs
Dates: Oct 31 - Nov 2, Nov 14 - 16
Fri: 4-10, Sat: 8-5, Sun: 8-4
3.0 Credit Hours

Instructor: Dr. Brian D. Johnson  e-mail: brian.johnson@unco.edu
Phone:  (970) 351-2209/Cell (970)371-7822
(970) 351-2625 (fax)

Required Text:

Instructor Course Pack. The course pack will be made available on Blackboard for this
course prior to the first day of class. This course pack is intended to be a supplement to my
lecture notes and does not need to be read before class.

Required Readings:
Readings will be posted on Blackboard and you will have access to them by early October. (See
Required Reading List on last page).

Catalog Description:
This course features an overview of individual and group approaches to assessment used by
professional counselors. Course participants evaluate instruments, interpret results, and
demonstrate knowledge of psychometric properties.

Course Objectives: The purpose of this course is to provide students with the knowledge and
skills to perform and evaluate psychological assessment (defined broadly) based upon theoretical,
empirical, and practical considerations in a multicultural society. The objectives of the course
include the below knowledge and skill outcomes.

Knowledge and Skill Outcomes: Upon successful completion of this course students will:

1. Understand historical perspectives concerning the nature and meaning of assessment
   (CACREP II.G.7.a).
2. Know 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 (CACREP II.G.7.b).
3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c).

4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d).

5. Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.e).

6. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f).

7. Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP II.G.7.g).

8. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a).

9. Understand statistical methods used in conducting research and program evaluation (CACREP II.G.8.c).

Course Content: This course is designed to meet the CACREP 2009 Standards for Assessment (Section II.G.7). Course content includes the history of assessment procedures, types of assessment, technological applications of assessment, culturally appropriate/sensitive assessment, basic statistical procedures, appropriate assessment selection, types of psychological tests (i.e. intellectual, academic, achievement, personality, behavior rating scales, adaptive behavior scales), diagnostic interview techniques, and responsible and ethical use of assessments.

Methods: Methods of instruction include, but are not limited to the following: readings, lectures, classroom discussions, exams, paper/report, presentations, role plays, and classroom activities.

Course Components:
1. Description of the measurement and interpretive characteristics of major intelligence and personality assessment instruments.
2. Interpretation of each test and integration of test findings including implications for treatment/interventions.
3. Definition of current controversies and issues in psychological testing.
4. Awareness of alternate tests and assessment techniques and sources of information about tests and testing.
5. Practice writing reports using observations and social history data.

Course Requirements:

Class Presentation (25 points):
Students will select a testing instrument to present in class. Presentations will be approximately 30 minutes in length. Prior to your presentation, you will administer, score and interpret your test. You should then incorporate what you learned into your presentation (see Guidelines for Test Presentation and Test Presentation Scoring Rubric).

A very useful link is this assignment is the Mental Measurement Yearbooks from the Buros
Institute. You can get free reviews from the Mental Measurement Yearbook by going through the UNC Library. [http://library.unco.edu/dbasesalph.htm#m](http://library.unco.edu/dbasesalph.htm#m)

**Background Information/Behavioral Observation Report (20 points):**
Students will write a brief (2-5 page) response consisting of a Social History, Behavioral Observations, and Mental Status Examination. (Worth 20 points)

**Quizzes (25 points each/50 points total):**
There will be 2 quizzes assessing information from the readings and lectures. Quizzes will be in a short-answer and multiple-choice format. They will assess both factual and applied knowledge.

**Take Home Portion of Final Quiz (worth 10 of 25 points):**
Write a reflection paper (2-3 pages) where each student will reflect/consider the following: 1) what is the role of assessments in the lives of counselors; 2) what considerations are there for using various assessments in counseling (i.e., statistically, culturally, and in regards to treatment planning)? This is to be typed and handed in the day of the final exam. This paper will be included in documentation for your Student Learning Outcomes.

**Class Participation:** Class participation will be determined by your punctual attendance, level of preparation before class sessions, questions you ask during student class presentations (Worth 5 points).

**PLEASE NOTE:** I will assume that everyone has completed the assigned readings before class. I am updating my instructor Course Pack which will serve as a reference and outline for some of my lectures. It will be sent out over the student list serve prior to our first class meeting. Your [Interactive Syllabus](http://library.unco.edu/dbasesalph.htm#m) also has many links to assessment related websites. You will want to familiarize yourself with all this material as well.

**Policy on Plagiarism**
Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (This is the UNC definition). With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. All referencing is done, of course, according to APA Style. Regarding class projects, you are not to use as the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will then be taken up by the School’s Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.
Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
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<tr>
<td>A-</td>
<td>90% to 92%</td>
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<tr>
<td>B+</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>83% to 86%</td>
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<tr>
<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C+</td>
<td>77% to 79%</td>
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<tr>
<td>C</td>
<td>73% to 76%</td>
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<tr>
<td>C-</td>
<td>70% to 72%</td>
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<tr>
<td>D+</td>
<td>67% to 69%</td>
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<tr>
<td>D</td>
<td>63% to 66%</td>
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<tr>
<td>D-</td>
<td>60% to 62%</td>
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<td>F</td>
<td>Below 60%</td>
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### Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1st Friday</td>
<td>Principles of Assessment Assessment in counseling Basic Assessment Principles Reliability Validity &amp; Item Analysis</td>
<td>Chapters 1,2,3 &amp; 4</td>
<td>Assignment of tests to be presented for In Class Presentations.</td>
</tr>
<tr>
<td>1st Saturday</td>
<td>Selecting, Administering, Scoring and Communicating Assessment Results Initial Assessment in Counseling Behavioral Assessment Psychological Reports</td>
<td>Chapters 5 &amp; 6</td>
<td>Time to review your test</td>
</tr>
<tr>
<td>1st Sunday</td>
<td>Intellignece &amp; General Ability Testing. (Weschler Intelligence Scales, Academic Achievement Testing, Wechsler Memory Scale)</td>
<td>Chapters 7 &amp; 8</td>
<td>Quiz 1: Covering Readings &amp; Lectures</td>
</tr>
<tr>
<td></td>
<td>Email Assignment to me @ <a href="mailto:brian.johnson@unco.edu">brian.johnson@unco.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Friday</td>
<td>Appraisal of Personality (MMPI-II, MCMI-III, PAI). Projective Tests (TAT, Rorschach) Class Presentations</td>
<td>Chapters 10 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>2nd Saturday</td>
<td>Ethics in Testing Assessment with Diverse Populations Testing Bias Contemporary Issues in Testing Neuropsychological Testing Class Presentations</td>
<td>Chapters 14 &amp; 15</td>
<td></td>
</tr>
<tr>
<td>2nd Sunday</td>
<td>Using Assessment in Counseling Psychological Assessment and Treatment Planning Assessment in Marriage and Family Counseling Class Presentations Course Wrap-Up</td>
<td>Chapters 13 &amp; 11</td>
<td>Quiz 2: Covering Readings &amp; Lectures</td>
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</tbody>
</table>

**PLEASE NOTE:** Course Calendar is subject to change at the instructor’s discretion.
Tests to be Discussed

Intelligence
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children - 4th Edition (WISC-IV)

Academic Achievement
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)
- Wide Range Achievement Test 4 (WRAT-4)

Objective Tests of Personality
- Minnesota Multiphasic Personality Inventory - 2nd Edition (MMPI-II)
- Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A)
- Millon Clinical Multiaxial Inventory (MCMI-III)
- Personality Assessment Inventory (PAI)

Behavior Checklists
- Child Behavior Checklist (CBCL)
- Parent Stress Inventory (PSI)
- Behavioral Assessment System for Children 2nd Edition (BASC-II)
- Conner’s Scales

Projective Tests
- Rorschach
- Thematic Apperception Test (TAT)
- Children’s Apperception Test (CAT)

Neuropsychological Testing
- Memory Functioning:
  - Wechsler Memory Scale-4th Edition (WMS-IV)
- Language Functioning:
  - Peabody Picture Vocabulary Tests-4th edition (PPVT-IV)
- Attention/Concentration Testing:
  - Continuous Performance Tests (CPT)
  - Stroop Color and Word Test

Emotional Functioning:
- Beck Depression Scale, Anxiety Scale and Hopelessness Scale
- Outcome Questionnaire

Adaptive Behavior Testing-2nd Edition
- Vineland Adaptive Behavior Survey

Cognitive Malingering
- Validity Indicator Profile (VIP)
- Test of Memory and Malingering (TOMM)
Guidelines for Test Presentation

1. Description of the Instrument
   - Stated purpose of the instrument
   - Population for whom the test is intended (e.g., age range, specific concerns).
   - Number and nature of items, subtests, scales
   - Physical description of instrument (e.g., size, types of pieces, etc.)
   - Types of scores provided (e.g., standard scores, percentiles, age-equiv.).

2. Theoretical Orientation
   - Provide a theoretical orientation for the instrument.
   - How well does the instrument assess the author’s theoretical orientation?

3. Standardization
   - Describe the standardization process
   - How was the normative sample selected?
   - Was there adequate representation from people for whom the test was intended?

4. Psychometric Properties
   - Describe the reliability estimates for your instrument
   - Describe the validity evidence for your instrument
   - Is the psychometric data sufficient so support the use of your instrument?
   - What does the MMYB say?

5. Administration
   - Describe and critique the administration process.
   - What are the necessary examiner qualifications?
   - Administration time.
   - Ease of administration for examiner and/or examinee.
   - Are administration procedures clear and easily understood?
   - Are test items worded appropriately for the intended population?

6. Miscellaneous
   - How interesting are the test items?
   - How useful is the information derived?
   - If the opportunity arose, would you use this instrument in the future? Why or why not?
Test Presentation Scoring Criteria

- Presentation should be 25-30 minutes long
- Administer, score and interpret your test and incorporate what you learned into your discussion.
- Provide a handout for the class which summarizes your findings.

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<tr>
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<tbody>
<tr>
<td>2. Theoretical Orientation</td>
<td>Theoretical Orientation? Measure theory?</td>
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<td>___/1</td>
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**TOTAL SCORE**

___/25

Comments:
# Background Information/Behavioral Observation Report

## Evaluation Form

**Name:** ________________________________

<table>
<thead>
<tr>
<th>Demographic Information:</th>
<th>Name, Age, DOB, Education, Date of Report, Evaluator, Parents/Address</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason For Referral:</td>
<td>Stated Reason for Evaluation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Background Information:</td>
<td>Statement regarding where info came from</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Information relevant to Reason for Referral (e.g., Developmental History, Family History, Academic History, Psychiatric History, Occupational History, etc.) As collected on the UNC intake form.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Behavioral Observations:</td>
<td>Description of client=s behavior DURING intake/testing procedures (clear &amp; relevant).</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Writing and Style:</td>
<td>Grammar/Spelling, concise, absence of colloquial expressions, inconsistencies, and excessive jargon.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Rating:** 7 8 9 10 11 12 13 14 15 16 17 18 19 20
**Required Reading List**


