

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 632: Tests and Measurements

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COURSE SYLLABUS

COURSE DESCRIPTION

This course is a study of measurement and evaluation techniques relevant to psychologically-based helping professions. A survey of common instruments will be reviewed as will the basic mathematics essential for evaluating standardized tests. Coursework includes experience in administering, taking and evaluating profiles of selected standardized instruments. Completion of the course does not necessarily qualify the counselor to administer, score, and interpret a specific instrument.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. Describe the history and purpose of psychological testing.
2. Describe the development of norms and the standardization process.
3. Become familiar with some of the most commonly used psychological tests and the various categories of tests.
4. Experience administering, scoring, and interpreting selected psychological tests.
5. Conduct structured interviews and psychosocial assessments and write up results.
6. Conduct Mental Status Exams and write up results.
7. Experience taking of psychological testing and summarization of results.
8. Develop appropriate progress notes and treatment plans.

REQUIRED TEXTBOOK

Drummond, R. and Jones, K.D. (2010). *Appraisal procedures for counselors and helping professionals* (7th ed.). Prentice Hall. ISBN 013049416X.

In addition to the textbook students will be required to sign a voucher for \$35.00 to acquire psychometric materials that they will be using in the course.

RECOMMENDED TEXTBOOK

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

METHODOLOGY

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The instructor will lecture and students will participate in hands-on demonstrations, classroom discussion and will complete assigned research, reading and projects.

COURSE REQUIREMENTS

1. Attend all class meetings. Attendance will be noted and graded according to the guidelines in the student handbook. Students missing more than one class will have their final grade reduced 10 percentage points. Students missing more than two classes will not be permitted to pass the course.
2. Active participation in class discussions and projects.
3. Read assigned text in its entirety.
4. Complete a psychosocial interview and write a 2 to 3 page summary of the results.
5. Complete a mental status exam and write a 2 page summary of the results.
6. Write 3 2-page summaries on psychological tests you have completed, administered or observed in class.
7. Complete a 10-page research paper detailing the history, development and utilization of a psychological instrument and prepare a 15-minute presentation of your research.

Research should be conducted using current, scholarly publications from reputable sources. Papers will be typed, double-spaced and properly referenced using the guidelines of the current APA style manual.

Dates for presentations will be scheduled in class. Prepare a 2-page condensed version of your paper to hand to the class on the date of the presentation. Additionally, you may utilize visual aids, multimedia, etc., for your presentation.

8. Miscellaneous in-class assignments and readings
9. Midterm and final exam

GRADING PROCEDURES

All work is to be completed as scheduled. Each assignment will be given a numerical grade. Points will be deducted from late work at the rate of 10 percentage points for each standard business day it is past due and will not be accepted later than 3 business days past due. Assignments turned in more than three business days after the due date will not be accepted unless prior arrangements have been made with the instructor. Grades for each assignment will be weighted and distributed as follows:

Attendance/Participation	3%
Required Reading	2%
Mental Status Exam	5%
Psychosocial Report	5%
Research Paper	25%
Presentation	10%
Test Summaries	5%
Midterm	20%
Final Examination	25%

PSYCHOLOGICAL TESTING RESOURCES

Buros Test Critiques Online: <http://buros.unl.edu/buros/jsp/search.jsp>

ETS Test Collection

Mental Measurement Yearbooks and database

Test Critiques Volumes 1 to 10

Websites

Buros Institute of Mental Measurement. This website provides online test locator/reviews.
<http://www.unl.edu/buros/bimm/index.html>

American Educational Research Association (AERA)
<http://www.aera.net>

Association for Assessment in Counseling and Education (AACE)
<http://aac.ncat.edu/index.html>

Joint Committee on Testing Practices
<http://www.apa.org/science/jctpweb.html>

National Board for Certified Counselors (NBCC)
<http://www.nbcc.org>

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
http://www.cresst.org/products/reports_set.htm

National Council on Measurement in Education (NCME)
<http://www.ncme.org>

No Child Left Behind Act of 2001
<http://www.ed.gov/nclb/landing.jhtml?src=pb>

Quality School Portfolio (QSP)
The QSP was developed by CRESST to meet the needs of The No Child Left Behind Act of 2001 (NCLB) and is now used in more than 1,000 schools, 80 districts, and in all 50 states.
<http://qsp.cse.ucla.edu/>

Research Reports from the National Research and Development Centers This website provides links to research reports and publications for the 12 National Research and Development Centers of the Office of Educational Research and Improvement.
<http://research.cse.ucla.edu>

The Standards for Educational and Psychological Testing
The Standards were developed jointly by the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) <http://www.apa.org/science/standards.html>

Other Resources

The Educational Testing Service, P.O. Box 6736, Princeton, New Jersey 08541-6736 has a wide variety of resources that may be valuable to you.

The Instructional Objectives Exchange, 5420 McConnell Avenue, Los Angeles, California 90066-7028 has several videotapes on educational testing in today's schools.

- A Parent's Guide to Standardized Tests
- Making Sense Out of Standardized Tests
- Norm Referenced Tests
- Criterion Referenced Measurement
- Teaching and Testing

ORYX, 4041 North Central and Indian School, Phoenix, Arizona 85012-3397 has published the ETS

- Test Collection Catalog
- Volume 1 Achievement Tests and Measurement Devices
- Volume 2 Vocational Tests and Measurement Devices
- Volume 3 Tests for Special Populations
- Volume 4 Cognitive Aptitude and Intelligence Tests
- Volume 5 Attitude Tests
- Volume 6 Affective Measures and Personality Tests

The National Council on Measurement in Education (NCME), 1230 17th Street, NW, Washington, DC 20036-3087 besides publishing the *Journal of Educational Measurement* also publishes a journal for practitioners, *Educational Measurement: Issues and Practices*.

The American Counseling Association has as one of its divisions the Association for Assessment in Counseling.

The American Psychological Association, Division 5 Evaluation, Measurement, and Statistics publishes a quarterly newsletter which presents columns on what is new as well as short articles on contemporary topics.

SPECIFIC DATA

Syllabus prepared by Angela Reid, PsyD, July 2010.