PSYCHOLOGY AND RESEARCH IN EDUCATION 830
INDIVIDUAL AND GROUP ASSESSMENT
SPRING 2012

INSTRUCTOR: Kristen Hensley, Ph.D.
Office: JRP 130R (in CPS) #785-864-9653
Email: kbast@ku.edu
Office Hours: 11:30-1:30 Wednesdays, preferred by appointment

CLASS MEETING TIME AND PLACE: Wednesdays 8:30 to 11:20am, Room 247 JRP

CATALOG DESCRIPTION
A consideration of basic concepts pertaining to selection and interpretation of both standardized and non-standardized assessment procedures and devices with attention given to communicating assessment information within the context of the counseling relationship. Prerequisite: PRE 725 or comparable undergraduate principles of measurement course.

COURSE PURPOSE
This course focuses on the use of assessment instruments and procedures in counseling - the selection of instruments and procedures, the interpretation of assessment data, and the communication of those interpretations to concerned parties. The course is not intended to teach test and measurement theory, although a general review of this material is covered. Neither is the course intended to provide coverage of all the various instruments and procedures available to counselors; there are far too many. This course provides basic competency training in the administration and write-up of a thorough clinical interview and mental status exam, interpretation and write-up of a few key positive psychological assessments, the basic administration and interpretation of the Minnesota Multiphasic Personality Inventory-II (MMPI-2), and interpretation and write-up of key career assessment measures, such as the Strong Interest Inventory. Report writing experience also will be gained.

COURSE OBJECTIVES
Program Related: Usually taken by students in their second or third semester of graduate work, this course combines knowledge of the basic approaches to assessment with specific knowledge of various tests used in counseling. Also included are discussions of the ethical use of tests and the limits of testing.

Certification/Endorsement Related: Demonstrates knowledge of assessment tools used to gather data for interpretation in individual and group settings.

COURSE POLICIES
Students with special needs or requests as documented by KU’s Services for Students with Disabilities should see me as soon as possible. Every effort will be made to make sure accommodations are made quickly.

Academic Conduct: See Article II, Section 6 of the rules and regulations of the University Senate. Also, students should review “Student Rights and Responsibilities” in the Timetable.

SCHOOL OF EDUCATION MISSION
The course aligns with the primary mission of the School of Education that is to prepare leaders in education and human services fields. As stated in the School Code: “Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and
deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

REQUIRED READINGS


Additional outside readings as assigned.

INSTRUCTIONAL METHODS
Classes are structured with the first two-thirds of most class sessions involving lecture/discussion and the last third devoted to a lab component, incorporating applied experiences with assessment devices and report writing. Students are expected to complete readings prior to their discussion dates and to come prepared to critically discuss the material.

EVALUATION CRITERIA
The course is graded A-F; plus/minus will be used. In accordance with Graduate School policy, a grade of I (incomplete) is assigned only for work that has been of a passing quality through the academic term, but which, for good reason, cannot be completed within the time frame of the term. Students for whom special circumstances may warrant an I at the end of the semester must discuss this matter with me before the last day of class. If a student opts to withdraw from the course, s/he should be aware of any grading policies which may affect his or her withdrawal from the course.

• Grades for late assignments will be lowered one grade for every day they are late.
• Poorly written assignments will receive lower grades.
• Papers are to be typed and spaced as instructed with the pages numbered.
• Staple each review/report once in the upper left-hand corner of the paper.

Course grades will be based on (1) four assessment reports, (2) an individual paper, (3) a team project presentation and PowerPoint, and (4) your participation including quizzes, etc.

1. Four Assessment Reports: (60% total).
To develop assessment interpretation and report writing skills, each student will prepare a series of assessment reports on various "clients." The reports will be based on the test profiles of actual people. Each report should be written in narrative form with a specific intended recipient of the report in mind. The report should provide a succinct, accurate and helpful summary and integration of the test results. Each report should have appended to it a copy of the test profile you are interpreting. There will be four reports to prepare: (A) a clinical interview/mental status exam synopsis, (B) a vocational interest assessment report; (C) a personal functional assessment; and (D) a clinical/personality assessment report or a summary of state assessment data.

Report A: (15%). You will conduct a clinical interview and a mental status examination on an acquaintance and you will synopsize your findings in a detailed report.

Report B: (15%). You will be provided assessment data and you will be required to write a brief vocational report as if it were going the client.
Report C: (15%). You will complete a brief battery of measures of positive psychological constructs and you will write a personal functional strengths assessment.

Report D: (15%). You will be provided assessment data and you will be required to write a brief personality report as if it were going to another counselor who is working with the client.

2. Positive Psychology Construct and Assessment Partner Presentation (15%). Each student will participate in a presentation with a selected partner(s) where you will select a pre-determined positive psychology construct and then present on this construct. You will need to "teach" the class what this construct is, what it looks like, why it's important, and how that construct is typically assessed and measured. Appropriate supportive learning material will be expected at the time of your presentation, including a PowerPoint presentation. Presentations should be about 15-20 minutes. We will discuss this more thoroughly in class.

3. Assessment Critique Paper (15%). Each student will be responsible for selecting an assessment to write a critique paper about. Select an instrument that interests you and write an APA-style paper telling me about the assessment, the development of the assessment, pertinent information (i.e. norm group, reliability/validity, appropriate use), how and why you would use this assessment, how or why you would not use this assessment, etc. This paper is designed for you to be able to think critically and examine an assessment in a thoughtful and ethical manner. Papers should be double-spaced, 1 inch margins, stapled, and approximately 8-10 pages in length. We will discuss this more thoroughly in class.

4. Class Participation and Contribution to Learning: (10%). You are expected to demonstrate a good understanding of course material and to be engaged in critical thinking when interacting with the material during this course through discussion, quizzes, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Introduction to the Course/Syllabus Review</td>
<td>W 1 &amp; 6</td>
</tr>
<tr>
<td>January 25</td>
<td>Introduction to Assessment and Clinical Interviewing</td>
<td>W 13 &amp; 15, LS 1-3 &amp; 28</td>
</tr>
<tr>
<td>February 1</td>
<td>Clinical Interviewing and Practice</td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>Assessment in Counseling</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>Basic Assessment and Psychometric Principles</td>
<td>W 2-5</td>
</tr>
<tr>
<td>February 22</td>
<td>Positive Psychology Assessment/Partner Project and Paper Discussion/Catch-up</td>
<td>LS Overview</td>
</tr>
<tr>
<td>February 29</td>
<td>Assessment in Career Counseling</td>
<td>W 9, LS 24</td>
</tr>
<tr>
<td>March 7</td>
<td>Interpretation of the Strong Interest Inventory &amp; Other Career Feedback/Discussion</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Appraisal of Intelligence, Achievement &amp; Aptitude/Personality/Report C Discussion</td>
<td>W 7 &amp; 8, 10</td>
</tr>
<tr>
<td>March 21</td>
<td>Spring Break!!!</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Personality Assessment and the MMPI-2</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Interpretation of the MMPI-2</td>
<td>Report C Due</td>
</tr>
<tr>
<td>April 11</td>
<td>Assessment in Marriage and Family Counseling/Assessment, Conceptualization, and Diagnosis</td>
<td>W 11 &amp; 12</td>
</tr>
<tr>
<td>April 18</td>
<td>Legal and Ethical Issues/Future Trends in Assessment</td>
<td>W 14&amp;16,LS29</td>
</tr>
<tr>
<td>April 25</td>
<td><strong>Partner Presentations</strong></td>
<td>Report D Due</td>
</tr>
<tr>
<td>May 2</td>
<td><strong>Partner Presentations</strong></td>
<td>All Papers Due</td>
</tr>
</tbody>
</table>