



Social Work 614 Uses and Application of Psychological Testing in Social Work Practice

Tentative Course Syllabus

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| <u>SCHOOL:</u> | Social Work |
| <u>COURSE:</u> | Uses and Application of Psychological Testing in Social Work Practice |
| <u>CREDIT:</u> | Three Semester Hours |
| <u>TIME/PLACE:</u> | Fall- 2014/Friday's 9:00-12:00 R 1240 Ross School of Business |
| <u>INSTRUCTOR:</u> | Stuart S Segal, Ph. D. |
| <u>OFFICE HOURS:</u> | By Appointment Only-call me at (734) 764-7485 to arrange a meeting. If I don't answer, please leave me a message on my Voice-mail. I always return phone calls. My e-mail address is: sssegal@umich.edu Please e-mail me if it is easier for you. My on campus office is located at: G 664 Haven Hall |
| <u>TEXT:</u> | <i>Essentials of Psychological Testing</i> by Susana Urbina, Wiley Press, and it is only available at Ulrich's bookstore. The rest of the readings will be on the C-Tools course site |

Course Description:

This course will cover a range of types of testing including cognitive, learning, projective, rating scales, and behavioral assessment approaches. In addition to formal psychological testing, the course will also discuss an array of assessment approaches that are relevant to serving as a school social worker. Because SW 614 fulfills a requirement for eligibility to become a school social worker, the primary emphasis of this course will be on learning testing and assessment information that will be useful in working in the public schools as a school social worker.

Course Content:

This class presents psychological testing as applied in educational and mental health settings. It covers some of the historical development of testing, its social functions, the technology of testing, and tests commonly used in schools and clinics. Social consequences of testing, and legal, and public policy issues are also discussed. The implication of testing on various diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be presented.

Course Objectives:

Upon completion of the course, students will be able to:

1. Utilize testing and assessment instruments commonly used in mental health and, particularly, in educational settings.
2. Interpret commonly used psychological tests, and the relationship of this information to the assessment data that is generated by other professionals on an assessment team i.e., social workers, speech and language therapists, occupational therapists, etc.
3. Describe ethical issues related to the use of testing materials and results.
4. Use assessment instruments that are appropriate for social work evaluations.
5. Describe limitations of testing data including test reliability, validity, measurement error, and test bias.
6. Reflect the relationship of tests and testing to the goals of the client, the agency, the community, and the applicable laws and regulations, particularly special education rules.
7. Consider the dynamics of sharing assessment results with clients and families and its impact on placement, program planning, and treatment or interventions.
8. Conduct effective assessment interviews with parents.
9. Describe assessment issues related to special populations/disorders such as attention disorders, Asperger's syndrome, child bipolar disorder, depression, and anxiety.

Course Design:

The course will include lectures, demonstrations, readings, and discussions regarding a broad range of assessment issues. Case examples will be presented and discussed and students are encouraged to contribute examples of assessment issues and concerns for discussion.

Theme Relation to Multiculturalism & Diversity:

Multiculturalism and Diversity will be explored through investigating the relationship between types of testing and its potential for differential impact on various populations in regard to such diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.. This will include discussions of incidents of the inappropriate use of testing, both past and present as it pertains to these various populations.

Theme Relation to Social Justice:

Social Justice and Social Change and its relationship to testing and assessment will be explored particularly as it relates to the impact of assessment methods on inappropriate labeling and/or placement decisions. Emphasis will also be placed on exploring the current national campaign for accountability through systematic testing and the resulting misuse of testing. The impact of intervening variables in test results will also be discussed particularly as they relate to students and communities that are of lower socioeconomic characteristics.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

Promotion, Prevention, Treatment, and Rehabilitation and the role of testing and measurement will be explored with particular emphasis on the limits of test results in making decisions regarding diagnosis, treatment, and rehabilitative decisions.

Theme Relation to Behavioral and Social Science Research:

Behavioral and Social Science Research will be presented in this course to support the theoretical, statistical, and clinical basis for test designs and assessment procedures. Research will also be referenced regarding the beneficial as well as the inappropriate use of tests in particular situations.

Relationship to SW Ethics and Values:

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and their parents, and colleagues. The NASW Code of Ethics and the Ethical Standards of the American Psychological Association documents will be used to give students direction about these ethical issues. In addition, relevant federal guidelines as put forth in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act will be reviewed in light of their impact on ethical issues related to assessment.

Disability Statement:

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G 664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc...).

GRADING/ REQUIRMENTS:

1. **Objective Midterm-25% (open book and notes)**
2. **Group Essay Final-25% (open book and notes)**
3. **Review and critique a psychological or educational test -25% (To be written in APA style)**
4. **Class Attendance and Participation-** I expect students to show up regularly and participate in class activities. Regular attendance (no more than 2 absences) and participation earns you a “B” grade. In order to obtain an “A” grade you have to make a significant positive contribution to the class. Attendance and Participation is worth **25%** of your overall course grade.

HANDOUTS: All handouts and the syllabus are available on the C-Tools site. Students will be responsible for downloading their own handouts. The benefit of this is that I can make a lot more information available and then you can pick which of the handouts may be of a benefit to you, thus saving on paper and other resources. All handouts are in the resource section of the c-tools site. I have tried to make this easier to use this year, so I will be seeking feedback as to how this worked out for you. My hope is that this makes life easier for all of us.

COURSE SCHEDULE AND ASSIGNMENTS:

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| September 5th | Introductions: We'll spend some time getting to know one another and discuss the course and the projects. Assignment: 1. Buy the course book 2. Download the handouts from the folder Labeled: Handout #1. 3. See attached readings sheet |
| September 12th | Introduction to psychological testing and history and culture: The place of testing in America and the western world. Assignment: See attached readings sheet. |
| September 19th | Principles of psychological and educational testing. Assignment: See attached readings sheet. |
| September 26th | -Principles of psychological and educational testing-Continued Please bring in a calculator for some in class exercises |
| October 3rd | Midterm (Take home) |
| October 10th - | Intelligence Testing- Adult Assignment: 1. See attached readings sheet 2. Download the handouts from c-tools in the file Labeled: Intelligence Testing Handouts. |
| October 17th | No Class today- Please consider attending the all-day SSD 40 th Anniversary conference at the Hatcher Library |
| October 24th | IQ testing continued-Children |
| October 31st | Academic Achievement Testing and start Personality Testing Assignment: 1. See attached readings sheet. 2. Download the handouts from c-tools in the file Labeled: Achievement Tests handouts. 3. Download the handouts from c-tools in the file Labeled: Personality testing handouts 4. Download the handouts from c-tools in the file |
| November 7th &- November 14th | Personality Testing and Diagnosing Disorders using Psychoeducational Tests-Focus: Learning Disabilities and Attention Deficit / Hyperactivity Disorder |

Assignment: **1.** See attached readings sheet
2. Download the handouts from c-tools in the file Labeled: Testing and Diagnosis

November 21st - Diagnosing Different Disorders using Psychological Testing-Cont., Focus: Behavioral and Emotional Disorders, Developmental Disorders, Pervasive Developmental Disorders, (Autism and Asperger's syndrome) and Mental Retardation
Assignment: See attached readings sheet

November 28th - **Thanksgiving- eat, drink and be merry!!!**

December 5th **Test #2 Group Essay & Test Review and Critique paper due***

***The Test Review and Critique paper can be handed in at any time during the term. It must be written in APA style. Failure to follow APA style may lead to a lower of your grade. I only make it due at the end of the term to give you the maximize amount of time, but some students have felt more comfortable turning it in around midterm and if that option appeals to you, please feel free to turn it in at any time during the term.**

SOCIAL WORK: 614/ PSYCH. TESTING
READING LIST FOR FALL 2014

September 5th Chapter 8- "The Measurers" In: *The Story of Psychology*, by Hunt, M. (1993), Anchor Books, New York. Pages:208-241 in C-tools site

September 12th
September 19th Read Chapters 1-5 in the *Essentials of Psychological Testing* text.

September 26th
October 3rd 1. Revising a Standard: An Evaluation of the Origin and Development of the WAIS-III, (2003), Tulsy, D.S., Saklofske, D.H. and Zhu, J., In: *Clinical Interpretation of the WAIS-III and WMS-III*, Ed by Tulsy, D.S., Et. Al., Academic Press, Amsterdam

2. The WISC-IV in the Clinical Assessment Context, Prifitera, A., Saklofske, D.H., Weiss, L.G. and Rolfus, E (2005) In: *WISC-IV Clinical*

Use and Interpretation Scientist-Practitioner Perspectives, Eds. Prifitera, A, Saklofske, D.H. and Weiss, L.G., Academic Press, Amsterdam

October 10th

1. Chapter 7 from: *Assessing Students with Special Needs, 5th edition*, by: McLoughlin, J.A. and Lewis, R.B. (2001) Merrill/Prentice- Hall, Upper Saddle River, New Jersey.
2. A selection of charts from *The Achievement Test Desk Reference (ATDR) Comprehensive Assessment and Learning Disabilities*, (2002), by Flanagan, D.P., Ortiz, S.O., Alfonso, V.C. and Mascolo, J.T. Allyn and Bacon, Boston These charts are meant more to have as reference material and they cover the entire range of academic achievement testing. (these will now be handouts available on the course tools web site)

October 17th
24th

1. Pages 318- 332 from: *The Story of Psychology*, by Hunt, Morton (1993), Anchor Books, New York.
2. Hansen, Curtis, P, *Psychological Assessment : A research Literature Review*, In: *A Handbook of Psychological Assessment in Business*, (1991), Eds.: Hansen, C.P. and Conrad, K.A, Wiley, NY, NY
3. Anastasi, Anne The Use of Personal Assessment in Industry: Methodological and Interpretive Problems, In: *personality Assessments in Organizations*, (1985), Eds: Bernardin, H.J., and Bownas, D.A., Praeger Press, NY, NY

October 31st

1. Practice Parameter for the assessment and treatment of Children and Adolescents with Language and Learning Disorders, (1998), *J Am Acad Child Adolesc Psychiatry*, 37,(10S) Supplement, October.
2. *ADHD UPDATE: Paying Attention to ADHD*- I do not have the full citation for this, but if I can find it I will pass it out in class.
3. Introduction: The NLD Syndrome and the White Matter Model in: *Syndrome of Nonverbal Learning Disabilities: Neurodevelopmental Manifestations*, (1995), The Guilford Press, New York
4. Alternative Approaches to the Definition and Identification of Learning Disabilities: Some Questions and Answers, Fletcher, J.M., Coulter, W.A., Reschly, D.J., and Vaughn, S, (2004) *Annals of Dyslexia*, 54, 2, pgs 304-331
5. Congress Dramatically Changes IDEA, Johns, B, (2005) *Learning Disabilities*, 13, 3 pgs. 81-86

6. Research on Comorbidity, Adaptive Functioning and Cognitive Impairments in Adults with ADHD: Implications for a Clinical Practice, (2002), Barkley, R.A. and Gordon, M, In: *Clinician's Guide to Adult ADHD: Assessment and Intervention*, Eds. By Goldstein, S and Ellison, A.T., Academic Press, Amsterdam

7. The Assessment Process: Conditions and Comorbidities, (2002), Johnson, D.E and Conners, K, In: *Clinician's Guide to Adult ADHD: Assessment and Intervention*, Eds. By Goldstein, S and Ellison, A.T., Academic Press, Amsterdam

November 7th
& 14th

1. Asperger's Syndrome in: *Syndrome of Nonverbal Learning Disabilities: Neurodevelopmental Manifestations*, (1995), The Guilford Press, New York

2. Chapter 21 from: *Assessment of Children-3rd edition*, by Sattler, J.M. (1988), Jerome M. Sattler, Publisher, San Diego.

3. Chapter 9, Autism and Pervasive Developmental Disorders In: *The Handbook of Child and Adolescent Clinical Psychology-A contextual Approach*, Carr, A., (1999), Routledge, London.

November 21st

1. Chapter 2, Influences on Problem Development, In: *The Handbook of Child and Adolescent Clinical Psychology-A contextual Approach*, C. A., (1999), Routledge, London

2. Chapter 8, Investigation, by Spence, S.H., (1989), In: *An Introduction to Clinical Child Psychology*, Lindsay, S.J.E. and Powell, G.E., Eds, Gower, Aldershot

ASSESSMENT REPORT PAPER: (Must be written in APA Style)

1. Name of Test.
2. Purpose of Test (i.e. what is it supposed to measure?)
3. Intended Ages.
4. Group vs. Individual administration, or both.
5. Time and Ease of administration.
6. Standardization Data-***
 - a) Number of people in standardization group
 - b) Stratified by- (e.g. age, sex, ses, race, ethnic, etc...)
 - c) Year that standardization was carried out.
7. Psychometric data-***
 - a) Means and Standard Deviation
 - b) Reliability Data (types and correlation coefficients)
 - c) Validity Data (types and correlation coefficients)
 - d) Standard error of Measurement
8. What have reviewers said (official critique)-
9. Your critique- This is the most important part of the paper. I want to evaluate how well you have taken the course material and integrated it into your own ability to conceptualize the qualities of a specific psychological test. I not only want to know if you think the test is good or bad, but why and explain your rationale in detail using the reviews you have read, your Course pack, plus what you have learned in the course.

*** Not all of the Standardization and Psychometric data may be available through public sources. I realize this so, only include those aspects of parts 6 and 7, which can be obtained without actually having a copy of the test or its manual.

When looking for information related to this assignment, two resources to check out would be: The Burros Mental Measurement Yearbook and to go on-line to a search engine like Google and type in the name of the test you are interested in. The graduate and undergraduate libraries are another excellent resource and the Librarians there will help you conduct whatever searches you need to do.

I realize that many of you may be heading towards career in business and industry. For those of you that this is true I would encourage you to review assessments that are related to your area of organizational interests. (I have specifically included two articles in the course pack to address this and have also included an additional two articles in the course tools web site for students with interest in in business and industry to download)