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

Tentative Course Syllabus

SCHOOL: Social Work

COURSE: Uses and Application of Psychological Testing in Social Work Practice

CREDIT: Three Semester Hours

TIME/PLACE: Winter 2006/Wednesdays 9:00-12:00
2302 School of Education Building

INSTRUCTOR: Stuart S Segal, Ph. D.

OFFICE HOURS: 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

TEXT: Required: A course pack. The course pack is available only at Dollar Bill Copying located at 611 Church St. (just south of S. University). 665-9200

COURSE DESCRIPTION: This class presents psychological testing as applied in educational, mental health and employment settings. It covers the historical development of testing, its social functions, the technology of testing, and tests commonly used in schools, clinics and employment
settings. Social consequences of testing, constitutional and public policy issues area are also covered. In addition, Intelligence testing, testing of learning disabled students and other students with disabilities, psycho-diagnostic testing and selection of appropriate tests to use in specific settings are also emphasized.

**COURSE OUTLINE:**

This class is designed as an introduction to psychological testing. A primary emphasis will be placed on the identification of an assessment framework that can be applied in various clinical situations. This framework will emphasize the context of assessment, including history and culture. Additionally, specific issues and types of knowledge needed to evaluate and utilize psychological reports will be presented. Throughout the course of the semester, students will become familiar with the most frequently used instruments in intellectual, academic achievement, personality and neuropsychological assessment. A particular focus will be on the role of the school social worker in utilizing testing information. We will discuss clinical decision-making and make ample use of case examples. I am very interested in the developments of your thinking regarding psychological assessment, and I strongly encourage discussion of course material (reading, lectures), your concerns and any questions you may have throughout the term.

**COURSE OBJECTIVES:**

1. Students will be exposed to the history of modern psychological assessments and the role it has played in marginalizing certain ethnic, racial and gender groups.
2. Students will also be exposed to how psychological tests and evaluation can be used in helpful ways to enhance and promote the growth and welfare of those consumers that we serve.
3. Students will be able to demonstrate an understanding of the uses of tests and assessments, which are most commonly used in mental health and educational settings.
4. Students will be exposed to the ethical issues related to the use of psychological tests and evaluation.
5. Students will be able to demonstrate a competency in the ability at understanding and interpreting the commonly used scores in norm referenced standardized testing.
6. Students will be exposed to those psychological instruments which are appropriate for them to use and will also know what additional training may be needed in order for them to be able to give more varieties of assessments, if they so choose.
7. Student will be able to demonstrate a competence in deciding on which psychological instrument are best suited for their specific needs by obtaining the knowledge needed to read and understand technical manual which accompany all psychological tests.
8. Students will become familiar with the assessment issues related to special populations/disorders, i.e. learning disabilities, pervasive developmental disabilities, adhd, mental retardation, and the wide range of emotional and
behavioral disorders. Students will also gain the knowledge of how to use psychological tests to diagnosis these conditions.

9. Students will gain a competence in the understanding of the laws that effect individuals with disabilities and what accommodations may be available to them in both educational and work settings.

10. Students will learn what the components of an effective assessment are and how they can successfully carry them out.

REALTIONSHP OF THE COURSE TO FOUR CURRICULAR THEMES:

- **Multiculturalism and Diversity**- This issue will be explored though the study of the relationship between types of testing and the potential for a differential impact based on racial, gender, disabled and ethnic populations. Specific incidents in the history of modern testing will be used to guide this series of discussions.

- **Social Justice and Social Change**- and its relationship to psychological assessments will be investigated as it relates to the impact of assessment methods in inappropriate labeling (stigmatization) and/or wrongful placement decisions. Discussions will take place concerning the current influence and impact of high stakes testing, such as state and national educational assessment programs and tests such as the SAT, ACT, GRE, etc...

- **Promotion, Prevention, Treatment and Rehabilitation**- This theme will be addressed though looking at the strengths and weaknesses of psychological tests and there role in decision-making regarding diagnosis, treatment and rehabilitative choices.

- **Behavioral and Social Science Research**- will be used though out the course to both support and refute the use of the theoretical and statistical basis for using tests, assessments, designing social policy and making specific clinical decisions.

REALTIONSHP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES:
Ethics and values will be addressed within the course, as students will be exposed to the ethical guidelines of the American Psychological Association, as they relate to tests and measurements. In addition, relevant laws will also be addressed and discussed. Included in this list are: Section #504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, The Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. Emphasis will be placed on having students understand the difference between entitlement acts and civil rights legislation.

GRADING/ REQUIREMENTS:

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%
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:** During several of the class sections I will be handing out packets of materials and articles to supplement the course pack. If you are not going to be in class please arrange with one of your classmates to have a packet picked up for you; otherwise, you will have to come over to my office to pick up whatever handouts you missed.

**COURSE SCHEDULE AND ASSIGNMENTS:**

January 11<sup>th</sup> - Introductions: We’ll spend some time getting to know one another and discuss the course and the projects.

**Assignment:** Buy the course pack

January 18<sup>th</sup> - Introduction to psychological testing and history and culture: The place of testing in America and the western world.

**Assignment:** See attached readings sheet.

January 25<sup>th</sup> - Principles of psychological and educational testing.

**Assignment:** See attached readings sheet.

February 1<sup>st</sup> - Principles of psychological and educational testing-Continued

**Please bring in a calculator for some in-class exercises**

February 8<sup>th</sup> - Intelligence Testing- children

**Assignment:** See attached readings sheet

February 15<sup>th</sup> - **Midterm Exam**

February 22<sup>nd</sup> - Intelligence Testing-Continued.

March 1<sup>st</sup> - **Spring Break- no class -go out and enjoy the warm weather!**

March 8<sup>th</sup> - IQ testing continued-Adult

**Academic Achievement Testing and start Personality Testing**

**Assignment:** See attached readings sheet.
March 15th & March 22nd

Personality Testing and Diagnosing Disorders using Psychoeducational Tests-Focus: Learning Disabilities and Attention Deficit / Hyperactivity Disorder
Assignment: See attached readings sheet- Part I

March 29th

Diagnosing Different Disorders using Psychological Testing- Part II- Developmental Disorders, Pervasive Developmental Disorders, (Autism and Asperger’s syndrome) and Mental Retardation

April 5th

Diagnosing Different Disorders using Psychological Testing- Part III-
Focus: Behavioral and Emotional Disorders,
Assignment: See attached readings sheet.

April 12th

Group Essay Final & Test Review and Critique paper due*.

*The Test Review and Critique paper can be handed in at anytime during the term. 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 WINTER 2006


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.


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.


March 29th -


ASSESSMENT REPORT PAPER

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) N’s tested
   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 Coursepack, 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 with out 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 Social Work Library is another excellent resource and the Liberians will help you conduct whatever searches you need to do.
Resources for Psychological and Educational Tests and Measurements

Scope note: This web page supplemented an instructional session facilitated by Social Work Library Staff. For additional information, please contact Library Staff at social.work.library@umich.edu. For additional information on locating tests, see the library guide Locating Psychological and Educational Tests and Measurements.

Databases | Books | Microfiche | Web Resources

### Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description and Use</th>
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<tbody>
<tr>
<td>Health and Psychosocial Instruments (HAPI)</td>
<td>A database of health and psychosocial instruments including questionnaires, rating scales, index measures, scenarios, vignettes, observations, checklists, manuals, coding schemes, and projective techniques. Database may also be searched by keyword using important words from a title of an instrument. HAPI uses controlled vocabulary descriptors from APAs Thesaurus of Psychological Index Terms and the National Library of Medicine’s Medical Subject Headings (MeSH). Contains 15,000 instruments. <strong>USE FOR:</strong> 1) Finding tests which appear in journals but never become commercially available 2) For searching using reliability and validity as keywords to find instruments with tested psychometric properties.</td>
</tr>
<tr>
<td>&quot;primary source&quot;</td>
<td></td>
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<tr>
<td>PsycINFO</td>
<td>Covers both journal and book literature on psychology and material relevant to psychology in the related disciplines of education, medicine, business, sociology and psychiatry. Easiest to begin searching using a keyword search. Coverage starts from 1887. Use the keyword &quot;appended&quot; to search to find actual</td>
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</table>

http://www.lib.umich.edu/socwork/testresources.html

10/13/2003
Eric (Educational Resources Information Center) (click on yellow Index Database box)

http://mirlyn.web.lib.umich.edu/

Instruments that are included in the article appendix.

Guide to using PsycInfo can be found at http://www.lib.umich.edu/socwork/psycinfo.html

Use for: 1) Finding articles in journals or book chapters that use test measures

Indexes journal articles, government publications and unpublished materials such as conference papers, reports, theses and more. Can find items by conducting a keyword search. Unpublished documents (indicated by and ED#) are available on microfiche in the Graduate Library. Some ERIC documents are available online at: http://www.edrs.com/Webstore/Default.cfm.

Use for: 1) Finding articles in journals or book chapters that use test measures. 2) Finding reviews on tests

This is another product of Educational Testing Service (ETS). The Test Locator has three parts:

- The Test File which links to the Test Collection database which contains over 10,000 tests and research instruments. These records describe the instruments and provide availability information. The Test Collection includes tests in all fields, not just education-related tests. The test descriptions are indexed using the ERIC Thesaurus terms for subject accessibility.

- The Test Review Locator which cross-indexes Mental Measurements Yearbook, Tests in Print, and Test Critiques and points to citations in these books for reviews on specific tests.

- The Test Publisher Directory which has over 900 publishers' contact information.

Use for: 1) Finding educational tests and measures, 2) Finding reviews on tests and measures, 3) Finding publishing information about tests

Product of Buros Institute of Mental Measurements. See description of the book version for information on the content. The online version will allow searching of many years simultaneously. Available online from 1989-

Mental Measurements Yearbook (click on yellow Index Database box)

SilverPlatter WebSPIRS v. 5.0

http://www.lib.umich.edu/socwork/testresources.html

10/13/2003
### Reference Books

<table>
<thead>
<tr>
<th><strong>Books</strong></th>
<th><strong>Description and Use</strong></th>
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<tbody>
<tr>
<td><strong>Mental Measurements Yearbook (MMY)</strong>&lt;br&gt;Ref LB 1131.A1 R97&lt;br&gt;Social Work has 1998; Grad, Undergrad and Taubman have additional years. See also the electronic access in the Databases category above&lt;br&gt;Published by Buros Institute of Mental Measurements</td>
<td>Tests are included in MMY if they are new and revised since the previous yearbook or are widely generated and have 20 or more references in literature. In the MMY, tests are listed alphabetically by title. Each entry provides descriptive information, such as the test name, intended population, publication dates, forms and prices, test author, and publisher. It also contains additional information on the extent to which reliability, validity, norming data, scoring and reporting services, and foreign language versions are available. Most entries also include one or more reviews of the test and testing materials (e.g., manuals) by qualified psychologists. The index in each MMY will identify the appropriate edition for the</td>
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</table>
| Tests in Print V (TIP) | Tests in Print was created to serve as a master index to the whole Buros Institute reference series on tests, including the 11 MMYs. It is an encyclopedia of information on every published (and commercially available) test in print in the fields of psychology, education, and achievement. Each entry consists of the test title, intended population, publication date, acronym (if applicable), author, publisher, foreign adaptations, and references. There are no critical reviews or psychometric information on the tests. Tests are listed alphabetically, so if you know a test title, page through the listings to find it. There are four indexes: test title, classified subject, publisher, and name (of authors and reviewers), and a publishers directory.

USE: 1) Finding test reviews by title, acronym, classified subject, publisher author or reviewer’s name and score 2) Finding information on an instruments validity and reliability, 3) Finding a description of a test |

| Tests: A Comprehensive Reference for Assessments in Psychology, Education & Business | Tests, like TIP, is a bibliography containing information on thousands of testing instruments in psychology, education, and business available in the English language. It provides concise descriptions of tests, with each entry including test title, author, intended population, test’s purpose, major features, administration time, scoring method, cost and availability, primary publisher and whether the test is self- or examiner-administered. There are seven indexes: test title, author, foreign language availability, publisher/distributor index, recently out-of-print tests, and tests suitable for special populations (hearing impaired, visually impaired, and physically impaired). Tests does not contain evaluative critiques or data on reliability, validity, or norms; this information can be found for selected instruments in Test Critiques.

USE: 1) Finding published tests 2) Finding tests for special populations and foreign language availability |

| Test Critiques | Test Critiques is designed to be a companion to Tests. It contains supplemental information for selected tests. Tests are selected by those most frequently used. Test Critiques includes psychometric information such as reliability, validity, and norm development. Each test entry includes information on: authors, publisher, purpose of the test, intended population, |

http://www.lib.umich.edu/socwork/testresources.html
<table>
<thead>
<tr>
<th>Title</th>
<th>Details</th>
<th>Use</th>
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<tbody>
<tr>
<td><strong>Cumulative Index to Tests in Microfiche</strong></td>
<td>These are indexes to find tests in the <em>Test in Microfiche</em> collection which consists of tests that are noncommercial, never published or out-of-print. Cumulative Index to Tests in Microfiche starts at the beginning (1975) and goes to 1987. Tests in Microfiche picks up in 1988. It is an annotated index for <em>Tests in Microfiche</em>. There is one volume for each set of the tests. <em>Tests in Microfiche</em> is available at the Grad.</td>
<td>1) Finding psychometric information for popular tests, 2) Getting citations for particular tests</td>
</tr>
<tr>
<td>LB 3051 .T452</td>
<td></td>
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<tr>
<td>Graduate Library, Serials Room</td>
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<tr>
<td><strong>Tests in Microfiche:</strong> An annotated index</td>
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<tr>
<td>LB 3051 .T451</td>
<td></td>
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<tr>
<td>Graduate Library, Serials Room</td>
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<tr>
<td><strong>Directory of Unpublished Experimental Mental Measures</strong></td>
<td>This directory provides easy access to recently developed experimental mental measures, tests, and surveys that are not commercially available. The tests are arranged in a 24-category system and are grouped according to function and content, noting purpose, format, psychometric information (where available), and related research. First published in 1974, each volume has a cumulative index arranged by author and subject which makes it easy to access any of the 5,363 tests contained across the first six volumes.</td>
<td>1) Finding noncommercial tests</td>
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<tr>
<td>Ref LB 1131 .A1 D59</td>
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<tr>
<td>Social Work Library has vol. 1-7</td>
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<tr>
<td><strong>Measures for Clinical Practice:</strong> A Sourcebook</td>
<td>Contains actual instruments for clinical practice with couples, families, children and adults (volume 2).</td>
<td>1) Finding tests that are easy to score and to administer</td>
</tr>
<tr>
<td>BF 176 .C661 2000</td>
<td></td>
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<tr>
<td>Social Work and Grad have vol. 1-2</td>
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<tr>
<td><strong>Measures of Personality &amp; Social Psychological Attitudes</strong></td>
<td>This purports to be a &quot;comprehensive guide to useful measures of important social science concepts.&quot; Developed by U-M ISR, it includes scale items and scoring instructions, as well as descriptions, reliability, validity, and bibliographies.</td>
<td>1) Finding social psychology tests</td>
</tr>
<tr>
<td>BF 698.4 .M381 1991</td>
<td></td>
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<tr>
<td>Social Work and Grad</td>
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<tr>
<td><strong>Assessment of Substance</strong></td>
<td>Extracted from Mental Measurements Yearbook, these test reviews focus on &quot;the assessment and treatment of substance&quot;</td>
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http://www.lib.umich.edu/socwork/testresources.html
<table>
<thead>
<tr>
<th>Psychological Assessment in the Schools</th>
<th>USE: Finding appropriate tests for school-aged population</th>
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| Pulled out of the Mental Measurements Yearbook, this volume compiles "instruments widely used in schools."

<table>
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<tr>
<th>The Compendium of Quality of Life Instruments</th>
<th>USE: Finding quality-of-life instruments</th>
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<tbody>
<tr>
<td>(Five volume set plus CD-ROM) RA 407.C651 Public Health</td>
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</table>
| The Compendium contains over 150 questionnaires and translations covering a wide range of disorders, divided into four parts:
1. General section containing non-disease specific quality of life questionnaires;
2. Disease or disorder specific questionnaires, from Anxiety and Depression through HIV/AIDS to Respiratory Diseases;
3. Specific group section devoted to Caregivers, Children, Elderly, and Women;
The CD-ROM is cataloged separately (with same call number) and can be asked for at the circulation desk at the Public Health Library. |

<table>
<thead>
<tr>
<th>Rating Scales in Mental Health</th>
<th>USE: Finding scales frequently used by psychiatrists</th>
</tr>
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<tbody>
<tr>
<td>This book contains 88 rating scales used in psychiatry. Entries include an overview, general applications of scale, source or provider, references. If the scale is not copyrighted, the scale is reproduced.</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Guide to Tests and Measurement Instruments (Taubman Medical Library)</th>
<th>USE: Finding sources on measurement of quality of life, and scales for neurosurgery, neuropsychology, mental health, etc., both online and at the Health Cluster Libraries (Taubman Medical, Public Health and Dentistry).</th>
</tr>
</thead>
<tbody>
<tr>
<td>A web page describing sources similar to those in this guide except that the sources are more specialized tools in the areas of medicine, nursing, and allied health.</td>
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</table>

**Microfiche**

**Tests in Microfiche (TIM),**
This an annual series of unpublished research instruments that have been cited in the educational and psychological literature and which the authors have agreed to make available in microfiche format through the Test Collection at Educational Testing Service. Each set consists of approximately 20-25 instruments.