SW 614 Uses and Implications of Psychological Testing in Social Work

Fall 2006

Wednesday, 5:00 to 8:00 PM

Instructor: Steven Foley MSW PhD
Voice Mail: 734 663-9050 ext. 2
Email: sjfoley@umich.edu

Office hours: (after class and by appointment)

Course Description:

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. Given that 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.

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. In addition to the course material, I am aware that, as a current clinician and school psychologist, I will also be conveying a style and viewpoint of professional practice which may provide an additional model for students as they develop their own identity as a social worker.

Course Content:

The content of the course will cover a range of types of testing including cognitive, learning, projective, rating scale, 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. Particular objectives for the course are listed below:

Course Objectives:

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

1. Understand the uses of testing and assessment instruments commonly used in mental health and, particularly, in educational settings.
2. Understand the results and interpretations of 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. Understand the ethical issues related to the use of testing materials and results.

4. Understand and use assessment instruments that are appropriate for social work evaluations.

5. Understand the limitations of testing data including test reliability, validity, measurement error, and test bias.

6. Understand 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. Understand 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. Understand assessment issues related to special populations/disorders such as attention disorders, Asperger syndrome, child bipolar disorder, depression, and anxiety.

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be explored through investigating the relationship between types of testing and its potential for differential impact on racial, gender, disabled and ethnic populations. This will include discussions of incidents of the inappropriate use of testing, both past and present as it pertains to minority populations.

- **Social Justice and Social Change** and it’s 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.

- **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.
• 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 of the Course to Social Work 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.

**Textbooks:**

**Required:**


**Optional Texts:** These may be helpful resources for additional information.


Braaten, E. & Felopulos, G. (2004). *Straight Talk about Psychological Testing for Kids.* N.Y.: Guilford Press. [This is a guide designed for parents to advocate on behalf of their children, or for those who seek as advocates for parents.]
Requirements:

1. Midterm. Exam
2. Final: in class exam.
3. Completion of worksheets (as provided by instructor)
4. Good attendance
5. Class participation
6. Paper (10-12 pages) on topic related to testing and measurement
   (Description of paper specifications and suggested topics will be handed out in class)

NOTE: Requirements #1 through #5 are required activities to be in the E through B+ range and only the B range. To have an opportunity to receive a grade in the A range you must also complete requirement #6. Completing #s 1 through 6 does not insure a grade in the A range, it only provides an opportunity for a grade in the A range. For those who elect to do the paper, due date is Nov 29th.

Schedule of Lecture Topics:

#1 Sept. 6  -Introduction to course and group introductions
-Introduction to Testing and Measurement (Wodrich, Chap. 1 & 10)
-The domain of testing; it’s assets and limitations
-Historical perspectives on testing development
-Ethical and legal issues in testing
-Issues of bias (Wodrich, p. 313-325)

#2. Sept. 13 -Test construction and psychometric issues (Wodrich, p. 163-168)
-“Normalcy” and the normal curve
-Understanding test scoring, error factors, limitations of test scoring
-Ways test scores can be misunderstood or misused.

#3. Sept. 20 -Intelligence testing (Wodrich, p. 103-131)
-Intelligence: theory, history, and controversy
-The WISC IV and others (Stanford-Binet, DAS)
-Multiple intelligences theory

#4. Sept. 27 -Cognitive impairment (Wodrich, p. 87-97)
-Special Education guidelines
-Nonverbal IQ tests
#5. Oct. 4  Achievement Testing and Learning Theory
- Learning disabilities (Wodrich, p. 144-161, 168-192)
- Achievement testing (WIAT II, WRAT3, WJ 3rd)
- History, controversy, uses, and limitations of achievement testing
- Dyslexia theory, and the discrepancy model
- Relationship between academic testing and intervention
- Common learning strategies

- Vineland Adaptive Behavior Scale II, the ABES
- Bender-Gestalt, Visual-Motor Integration Test
- Memory Scales (WRAML)

#7. Oct. 18  Preschool Assessment and Developmental Disorders (Wodrich, Chap. 3, and p. 67-80)
- Assessment of cognitive functioning and developmental level
- Bayley Scales of Infant and Toddler Development, 3rd Ed. (Bayley)
- Temperament
- Developmental disorders
- Interviewing preschoolers, working with parents

**Midterm Exam handed out (due back next class period)**

#8. Oct. 25  Behavior rating scales, and Questionnaires
- Behavior rating scales: broad spectrum and disorder specific disorder scales (Wodrich, p. 206-217)
- Self report inventories
- Structured interviews
- Questionnaire designs

**Midterm Exam handed back in.**

- The projective hypothesis and projective testing
- Rorschach, TAT, RATC
- Incomplete Sentences
- Projective Drawings
#10. Nov. 8  Personality assessment: Objective Measures
- MMPI-2, MMPI-A
- NEO Personality Inventory and the “Five-Factor Model”
- Myers-Briggs; its popularity and limitations

#11. Nov. 15  Neurological, Speech and Language, and Occupational Assessment
- Neuropsychological assessment (Wodrich, and p. 245-288)
- Speech and language assessment, auditory processing disorders
  CELF, PPVT
- Occupational assessment

Nov. 22  No Class - Thanksgiving Break

#12. Nov. 29  Behavioral and Emotional Assessment
- General Considerations, E.I. evaluations, “Social Maladjustment”
- Mental Status Exam
- Classroom Observations, file reviews
  **Due date for optional papers**

#13. Dec. 6  Special Assessment Populations:
- ADHD (Wodrich, p. 290-298)
- Child Bipolar Disorder

#14. Dec. 13  Special Assessment Populations:
- Autism/aspergers (Wodrich, p. 298-305)
- Non-verbal learning disabilities, hyperlexia (Wodrich, p. 262-265)
  Summary thoughts on being a School Social Worker

#13. Dec. 20  **FINAL EXAM** (in class)