# Tentative Course Syllabus

**SCHOOL:** Social Work  
**COURSE:** Uses and Application of Psychological Testing in Social Work Practice  
**CREDIT:** Three Semester Hours  
**TIME/PLACE:** Fall-2002 / Thursdays / 2:00-5:00PM  
2228 School of Education  
**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.

**TEXT:** Required:  

**COURSE DESCRIPTION (from the Student Guide):**  
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 disabled pupils, psycho-diagnostic testing and selection of appropriate tests to use in specific settings are also emphasized.

COURSE OUTLINES and OBJECTIVES:

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.

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.

COURSE SCHEDULE AND ASSIGNMENTS:

September 5th - Introductions: We'll spend some time getting to know one another and discuss the course and the projects.

Assignment: Buy the test book
September 12th - Introduction to psychological testing and history and culture: The place of testing in America and the western world.
Assignment: Read chapters 1 and 2

September 19th - History continued.

September 26th - Principles of psychological and educational testing.
Assignment: Read chapters 3-7

October 3rd - Principles of psychological and educational testing-Continued

October 10th - Principles of psychological and educational testing-Continued

October 17th - In-class Midterm Exam

October 24th - Intelligence Testing.
Assignment: Read Chapter 8-9

October 31st - Intelligence Testing-Continued

November 7th - Academic Achievement Testing

November 14th - Personality Testing and Diagnosing Disorders using Psychoeducational Tests-Focus: Learning Disabilities and Attention Deficit / Hyperactivity Disorder

November 28th -  Thanksgiving Day /No class/ Eat some turkey, watch a parade
Have some fun!

December 5th -  Group Essay Final & Test Review and Critique paper due