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: Fall-2003/Thursdays /2:00-5:00 PM
Room: 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: G664 Haven
Hall

TEXT: Required: A course pack. The course pack is available at Ulrich's Bookstore on
the corner of South University and East University.

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 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 4th: Introductions: We'll spend some time getting to know one another and discuss the course and the projects.
Assignment: Buy the course pack

September 11th: Introduction to psychological testing and history and culture: The place of testing in America and the western world.
Assignment: See attached readings sheet.

September 18th: History continued and start section on psychometrics.

September 25th: Principles of psychological and educational testing.
Assignment: See attached readings sheet.

October 2nd: Principles of psychological and educational testing-Continued

October 9th: Intelligence Testing
Assignment: See attached readings sheet

October 16th: In-class Midterm Exam
October 23rd  Intelligence Testing-Continued.
October 30th  IQ testing cont. and Academic Achievement Testing
Assignment: See attached readings sheet.
November 6th  Personality Testing and Diagnosing Disorders using
Psychoeducational Tests-Focus: Learning Disabilities and Attention
Deficit / Hyperactivity Disorder
Assignment: See attached readings sheet.

Diagnosing Different Disorders using Psychological Testing-Cont.,
November 13th  Focus: Behavioral and Emotional Disorders, Developmental &
Disorders, Pervasive Developmental Disorders, (Autism and

November 20th  Asperger's syndrome) and Mental Retardation.
Assignment: See attached readings sheet.
November 27th  Thanksgiving- Eat, Drink and be Merry-No Class
December 4th  Group Essay Final & Test Review and Critique paper due

SOCIAL WORK: 614/ PSYCH. TESTING
READING LIST FOR WINTER 2003

September 11th  Chapter 8- "The Measurers" In: The Story of Psychology, by Hunt, M.

September 18th  Chapters 1,3 and 4 from: Psychological Testing and Measurement: An
introduction to Tests and Measurement 5th edition, by Cohen, R.J. and

September 25th  Chapters 5 and 6 from: Psychological Testing-6th edition, by Anastasi,

October 9th  Chapter 4 from: Foundations of Intellectual Assessment: The WAIS-III
and other Tests in Clinical Practice, by Gregory, R.J., (1999,), Allyn and
Bacon, Boston.

October 23rd  Chapter 7 from: Assessing Students with Special Needs, 5th edition, by:
Saddle River, New Jersey.
October 30th

November 6th
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.

November 13th

November 20th

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 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.