SCHOOL: Social Work

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

CREDIT: Three Semester Hours

TIME/PLACE: Fall-2004/Thursdays 2:00-5:00 PM
Room: 3003 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 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. There are often handouts in the class and if you know that you will not be in a specific class please make arrangements with a classmate to have an extra handout taken for you.

COURSE SCHEDULE AND ASSIGNMENTS:

September 9th - Introductions: We'll spend some time getting to know one another and discuss the course and the projects.
  Assignment: Buy the course pack

September 16th - No class due to the Jewish New Year

September 23rd - Introduction to psychological testing and history and culture: The place of testing in America and the western world.
  Assignment: See attached readings sheet.
September 30th - Principles of psychological and educational testing.

   Assignment: See attached readings sheet.

October 7th - Principles of psychological and educational testing-Continued

October 14th - Intelligence Testing

   Assignment: See attached readings sheet

October 21st - In-class Midterm Exam

October 28th - Intelligence Testing-Continued.

November 4th - IQ testing cont. and Academic Achievement Testing

   Assignment: See attached readings sheet.

November 11th - 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 18th - Focus: Behavioral and Emotional Disorders, Developmental & Disorders, Pervasive Developmental Disorders, (Autism and December 2nd Asperger's syndrome) and Mental Retardation.

   Assignment: See attached readings sheet.

November 27th - Thanksgiving- Eat, Drink and be Merry-No Class

December 9th - Group Essay Final & Test Review and Critique paper due
**SOCIAL WORK: 614/ PSYCH. TESTING**
**READING LIST FOR FALL 2004**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
Nov. 18th  


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.