



ASSESSMENT

Curriculum and Praxis Group

Who was involved?

- K. Eleanor Ellis
- Ingrid Hogge
- Annette Kluck
- Matt Miller
- Amanda Mitchell
- Tania Rodriguez
- Shavaun Sam
- Shannon Smith
- Liz Szilagyi

What did we do?

- Email communication
- 6 virtual meetings with 3-5 group members
 - Discussion of social positionality
 - General reflection on the salient challenges, issues, and barriers in assessment from a critical lens
 - Discuss Amy's questions in relation to assessment: What are the trouble spots? Where is their potential for harm given the status quo?
- Google drive contributions
 - Questions/themes that emerged in dialogue
 - Status of resource list
 - Ideas for moving forward

What questions emerged in dialogue?

Training content and process

- When do students unlearn what they know about assessment?
- How do we understand why students are uninterested in learning about assessment?
- How are we acknowledging the racist history of psychological assessment in training? How are we addressing the harm which continues to be perpetuated from this history?
- How do we train students to understand the ongoing effects of the grounding of assessment in whiteness such as the tendency to pathologize experiences for Black, Indigenous, and People of Color populations?
- How do we help students learn to address the biases built into tests as they are asked to use them at sites for assessments?
- How are we selecting the instruments that we train students in?
- How does assessment training continue after graduation?

What questions emerged in dialogue?

Testing process

- . Who is the client?
- . What is the purpose of the assessment?
- . How are power differentials addressed in the context of assessment?
- . How are we considering the effects of systemic oppression and stress in our assessments?
- . How is lived experience captured in the assessment process? How is it documented?
- . How do we provide accommodations in the testing process?
- . How do we navigate time constrictions in the context of testing?
- . **How do we mitigate harm in the context of report writing?**

What questions emerged in dialogue?

Structures and policies

- What do the APA accreditation standards mean for the way we teach assessment? How many credits do programs have related to assessment in their programs? What do the classes cover?
- How are master's programs included in the collaboration of and training of assessment? What about other disciplines doing assessment (e.g., Clinical Mental Health Counseling)?
- What does the opt-out movement mean for psychological assessment?
- What are the roles of counseling psychology and counseling psychologists in decolonizing assessment?

What is the status of the resource list?

- A [working google document](#) of books, chapters, articles, guidelines, webinars/videos, and more for people to use in multiple professional contexts (e.g., building syllabi, conducting assessment)

What could come next?

- Expansion and deepening of resource list
- Collection of scenarios related to assessment (clinical, teaching, and professional development) that highlight conflicts/dialectics in the field to help us center our resources and training in a meaningful way
- Development of a process guide including critical principles and questions to consider when approaching different assessment-related scenarios
- Continued dialogue
 - Interested? Reach out: Amanda.Mitchell@louisville.edu