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CO 715 Assessment Tools and Inventories

Stephen P. Stratton

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August 24, 2005

Dear CO 715 Class Member,

The first meeting of our class is upon us. We meet Thursday (September 8) from 4-6 PM and then again on Saturday (September 10) from 8:30 AM through 3:30 PM in AD 302. Please check First Class registration for our other meeting dates.

I want to encourage you to check the syllabus on First Class under the School of Theology icon for your readings for these first classes. You should read chapters 1, 9, and 21 in the Kaplan and Saccuzzo text for our Saturday session. I also need for you to create two multiple choice test questions from each of those three chapters. In other words, when you come to class on Saturday you should have six multiple-choice questions to give me - three from each of the chapters. When you type them, please designate the correct answer to your question and reference the page number from which it is drawn. You will see how important this detail is when you begin studying for your midterm.

You will also want to look at the chapters designated in your syllabus from the Zuckerman Thesaurus. These will be examples of material we will address in class. No test questions should be written from this material. You will only construct your test questions from the Kaplan and Saccuzzo readings.

I apologize that our first contact is by letter. However, I did not want you to feel too overloaded after our first session on Thursday.

Best Wishes,

Stephen P. Stratton, Ph.D.

ASSESSMENT TOOLS AND INVENTORIES

CO 715 (3 hours)

Fall Semester, 2005

Professor: Stephen Stratton, Ph.D.

Licensed Psychologist

Office: Fletcher/Early 202, 858-3511, ext. 2323,

Asbury College

Office Hours: by appointment

Required Texts:

Kaplan, R. M. & Saccuzzo, D. P. (2000). *Psychological testing: Principles, applications, and issues, 5th Ed.* Pacific Grove, CA: Brooks/Cole Publishing Co.

Heitzman, C. A. (2000). *Workbook for Kaplan & Saccuzzo's psychological testing, 5th Ed.* Pacific Grove, CA: Brooks/Cole Publishing Co.

Zuckerman, E.L. (2001). *Clinician's thesaurus: The guidebook for writing psychological reports, 5th Ed.* New York: The Guilford Press.

Horney, K. (1950). *Neurosis and human growth: The struggle toward self-realization.* New York: W & W Norton and Co.

Recommended Text:

Johnson, S. L. (1997). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning.* San Diego: Academic Press.

Aims and Objectives:

This course is designed to give the student a general introduction to and broad overview of psychological assessment. Some specific goals are as follows:

- a. To begin development of the interviewing skills necessary to provide clinical care.
- b. To acquaint the student with general principles of psychological test evaluation, interpretation, and use.
- c. To help the student understand the major principles of psychological test construction.
- d. To sensitize the student to social and ethical implications and issues involved in psychological assessment.
- e. To broadly familiarize the student with the kinds of assessment instruments and methods available.
- f. To involve the student in practical, personal, and experiential as well as theoretical learning about psychological assessment.
- g. To familiarize students with the basic principles and format for constructing assessment reports.

Course Requirements:

1. **Readings** - Each person is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings during the semester. Because of the nature of this course, some class presentations will be technical in nature, and it will be assumed that you have had exposure to the textbook information prior to the class meetings. Participation is expected.
2. **Objective Test Questions** (35 points) - Each student is to prepare three multiple-choice test questions, except for the first chapters for which two questions per chapter will be constructed). Two questions are to be from the 11 chapters (CH. 1- 6, 8, 9, 19-21) covered in class before the exam. One question is to be constructed from the previous class experiences. Each multiple-choice question should be constructed so that there are four or five possible answers. *When contributing questions from the text, please be sure and mark the correct answer and page number from which you have drawn the question since you may use your questions for test review purposes.* The best questions from the class will be used in the construction of the midterm. Up to five additional points will be given to those class members whose questions are consistently used for the exams and attend all class sessions. Multiple-choice questions should be turned in each Saturday at the beginning of class. *No late test questions will be accepted.*
3. **Test Review** (20 points) - One report of no more than a single spaced page on a psychological test of your choice is to be completed. The report should cover the following areas: test purpose, cost, age range, adequacy of normative sample, reliability information, validity information, and interpretative issues. Students should consult sources such as *Tests in Print*, *Test Critiques*, and *The Mental Measurement Yearbook*.
4. **Examination** (100 points) - One closed-book, closed-note, take-home examination will be given during the semester. You may pick up the exam from Clare Williams or receive it through the SPO. The exam is required, and no make-up exams will be given unless previously arranged. The exam will consist of both objective and subjective questions. Each person should allot two hours for the exam and should take it at one sitting.
5. **Behavioral Observation** (20 points) - One report of your observations of the behaviors of an "unsuspecting" person is to be written. It should be typed and no longer than two single-spaced pages. The report should include two sections. The largest section should describe the observable data ("just the facts, ma'am"). The next section should report on your tentative inferences drawn from the observable data.
6. **Mental Status Examinations** (20 points) - One report regarding the mental status of a volunteer interviewee is to be constructed. It should be typed and no longer than two single-spaced pages.

7. **Structured Clinical Interview** (60 points) - One report of a structured interview with a volunteer interviewee is to be summarized. The report should include a mental status exam on this volunteer. This report is to be typed. *It is vitally important in writing and reporting these interviews that confidentiality be maintained at all times.* This means that you should refrain from discussing the interview outside of class, and any materials with identifying information should be maintained in a professional manner. For further protection of your interviewees, *it is advantageous to suggest to the interviewee that some or all of the information be fabricated.*

8. **Personal Case Study** (90 points) - You are required to do a clinical interview with yourself as the subject, and turn in your first draft on September 28 (3rd Session). Your final draft will be included with your case study. In addition, you are to take five assessment measures (Bender-Gestalt, FIRO-B, H.T.P., 16 PF, SII) during the course of the semester. You will then write a two-page paper for each completed measure. The first page will be an interpretation of the measure from a clinical perspective. You may wish to take the role of a test administrator/interpreter in writing this page. The second page will be a reaction to your interpretation, as if from a client's perspective. You will want to consider your experiences in taking the measure in addition to your thoughts about the interpretation. You should maintain all test profiles along with the corresponding interpretation and reaction pages in a three-ring binder or notebook. Organize your notebook on a test-by-test basis in the following order: (1) assessment profile, (2) interpretation, and then (3) reaction. (There is a **\$30 laboratory charge** to cover the cost of test materials. **Please give money to Clare Williams.**)

9. **Personal Case Study Synthesis** (30 points) - A summarization report of the personal case study described above is to be turned in with your personal case study. This report takes all the information from your self-testing and your self-interview and presents a comprehensive summary influenced by your readings in *Neurosis and Human Growth*. It should address the following areas: 1) a summary description of your personal strengths areas and personal growth areas as depicted in your assessment results and as understood through your readings of *Neurosis and Human Growth*, 2) a description of key factors in your life that you think may have contributed to the development of your personality and your own "neurotic" leanings, and 3) a description of recommendations to capitalize on your strengths and transform your areas in need of growth. As you can infer, this paper should give you the chance to respond to the Horney text.

Grading:

The final grade will be based on your cumulative point total. There will be 385 points possible. Letter grades will be determined as follows:

A:	100-93% = 385 - 359 points
A-:	92-90% = 358 - 346 points
B+:	89-87% = 346 - 334 points
B:	86-83% = 333 - 319 points
B-:	82-80% = 318 - 308 points
C+:	79-77% = 307 - 296 points

C: 76-73% = 295 - 281 points
 C-: 72-70% = 280 - 269 points
 D: 69-60% = 268 - 231 points
 F: 59% and below = 230 points or less

Schedule:

Session 1 September 8	<i>Course Introduction</i> <i>The Importance of Testing and the Pursuit of Truth</i>	
Session 2 September 10	<i>Assessment and Testing</i> <i>Behavioral Observations</i> <i>Mental Status Examination</i> <i>Interviewing</i> <i>Report Writing</i>	K: CH. 1, 9, 21 Z: CH. 6, 7, 9-16, 22, 26-30
Session 3 September 29	Take HTP, FIRO-B, and SII	
Session 4 October 1	<i>Ethics and Legal Issues</i> <i>Principles of Measurement</i> <i>Reliability and Validity</i> (Behav. Observ. and 1st MSE Due)	K: CH. 2-5, 19, 20 Z: CH. 36
Session 5 October 20	Take Bender-Gestalt and 16PF (Test Review Due)	
Session 6 October 22	<i>Test Construction</i> <i>Test Evaluation</i> <i>Test Administration</i> <i>Test Interpretation and Feedback</i> (Volunteer Interview including 2nd MSE Due)	K: CH. 6, 8
Testing Session	<u>Test Available:</u> October 28 <u>Test Due:</u> November 4	
Session 7 November 10	<i>Career/Vocational Testing</i>	K: CH. 14
Session 8 November 12	<i>Objective Testing</i> <i>Projective Testing</i> <i>Cognitive Ability Testing</i>	K: CH. 10, 11, 13, 15, 16
December 2	(Final Projects Due.)	