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CO 715 Assessment Inventories/Counseling

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Syllabus

Course: CO715 O2 (SP 2009)
Title: Assessment Inventories/Couns
Hours: 3.00
Published: Yes, on 11/14/2008
Prerequisites:

CO601

Department: Counseling
Faculty: Dr. Javier Sierra



Email: javier.sierra@asburyseminary.edu
Office: FC
SPO:

Meetings:

On Friday, 02/13/2009 from 6:00p to 9:00p in EXLEXL.
On Saturday, 02/14/2009 from 9:00a to 4:00p in EXLEXL.
On Friday, 03/13/2009 from 6:00p to 9:00p in EXLEXL.
On Saturday, 03/14/2009 from 9:00a to 4:00p in EXLEXL.
On Friday, 04/17/2009 from 6:00p to 9:00p in EXLEXL.
On Saturday, 04/18/2009 from 9:00a to 4:00p in EXLEXL.
On Friday, 05/08/2009 from 6:00p to 9:00p in EXLEXL.
On Saturday, 05/09/2009 from 9:00a to 4:00p in EXLEXL.

Maximum Registration: 15

Catalog Description: Introduces the student to the principles and use of tests and inventories in counseling. Specific instruments are discussed, including the purpose and applications of each. Personal and case material will be utilized to aid the learning process. Open to all students in the last year of their degree programs. Additional fee for test materials.

Objectives:

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.

Required Texts:

Hood, A. B., & Johnson, R. W. (2007). *Assessment in Counseling: A guide to the use of psychological assessment procedures. (4th ed.)*. Alexandria, VA: American Counseling Association:

Zuckerman, E.L. (2005). *Clinician's thesaurus: The guidebook for writing psychological reports. (6th 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.

Sandoval, J., Frisby, C. L., Geisinger, K. F., Scheuneman, J. D., & Grenier, J. R. (Eds.). (1999). *Test Interpretation and Diversity: Achieving equality in assessment*. Washington, DC: American Psychological Association

The first four chapters of this book are on reserve

Recommended Texts:

Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological Testing: Principles, applications, and issues*. (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Johnson, S. L. (2004). *Therapist's Guide to Clinical Intervention: The 1-2-3's of treatment planning*. (2nd ed.). San Diego: Academic Press.

Groth-Marnat, G. (2009). *Handbook of Psychological Assessment*. (5th ed.). New York: Wiley & Sons, Inc.

Sullivan, H. S. (1970). *The Psychiatric Interview*. New York: W. W. Norton & Co.

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 (5 points) - Each student is to prepare three multiple-choice test questions per chapter in Hood & Johnson, and Sandoval et al. They are to be turned in prior to beginning of class on each Friday that we meet. Two questions are to be submitted from each chapter covered in class before the exam. One additional question will be submitted from the previous class presentation for each of the chapters covered then. (Of course, you will not be able to submit additional questions for Chapters assigned on that first Friday since our prior class meeting will largely be an introduction to the class. On our first Friday together, you will submit two questions per chapter.)

- i. Remember: Only submit multiple choice questions - no other format. 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.
- ii. Questions should be posted to the class icon on your desktop prior to the class for which they are due. Please embed the questions in your email. Do not attach a separate document to the email. No late test questions will be accepted.

3. Test Review (5 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. These resources are available, usually on reserve, at the libraries of Asbury Theological Seminary (Wilmore) and other major colleges and universities. It is your responsibility to find the resources mentioned above. **Due March 20th.**

4. Examination (30 points) - One closed-book, closed-note, on-line examination will be given during the semester. The exam will be available on our virtual classroom through the dates stated below. The exam is required, and no make-up exams will be given unless previously arranged. The exam will consist of objective questions. Each person should allot two hours for the exam and should take it at one sitting, the system will only allow one attempt to the exam. The test will be available from **April 20th to April 27th.**

5. Behavioral Observation (10 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"). The next section should report on your tentative inferences drawn from the observable data. **Due March 14th.**

6. Structured Clinical Interview (10 points) - One, five-page 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, APA style. 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. **Due March 14th.**

7. Formation Project/Personal Case Study (20 points) - This paper can become a part of your Formation Portfolio. It relates specifically to one of the Foundations for Christian Formation, that being Personal and Social Holiness. As stated on page 12 of the document, Christian Formation of Students at Asbury Theological Seminary, "formation in the image of Christ is becoming a person both radically abandoned to God in love (personal holiness) and cruciformly available to God for others (social holiness)." It is hoped that this paper will be more than a class assignment. It will be a chance to consider your movement toward personal and social holiness.

This personal case study is intended for two purposes: (a.) to apply all that you have been learning through a practical assessment task, and (b.) to give you the opportunity to reflect upon your own personal qualities. You are required to do a clinical interview with yourself as the subject. 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 "counselor" assessment report. 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) "counselor" interpretative report, and then (3) "client" reaction. (There is a \$32 laboratory charge to cover the cost of test materials. Please send money to MAC staff assistant by the second class meeting). **Due May 20th.**

8. Formation Project/Case Study Synthesis (20 points) - A summarization report of the personal case study is to be completed. 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. This third section is basically a "treatment plan" for your personal growth. As you can infer, this synthesis should give you the chance to respond to the Horney text. This last section of the paper should inform your "Rule of Life," another piece for your Formation Portfolio. **Due May 20th.**

Evaluation:

Course Policies:

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of every session for this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

This is a challenging course with many experiential opportunities and a significant amount of material to cover. Each student is expected to fully participate in the exercises in class and complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assignments, like the different tests/inventories to be taken. Informed participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted virtually (unless otherwise stated) by the due date. Although late papers will be accepted, they will not receive written comments and will receive lower grades.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Gender Inclusive Language Gender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Exchange of papers, questions and all other written information related to the course would be managed through the course's webpage in Moodle. The following information can help you find support for any technical questions you may have related to the use of that resource.

Virtual Support Contact Information:

For technical support, library research support, library loans, and Virtual media contact Information Commons:

Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale:

ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

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Course grading:

I will adhere to the grading criteria on page 30 of the 2006-2008 catalog. Asbury Seminary defines grades using the following criteria:

A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives
A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.). When all is said and done and all the grades are averaged together, here is the final scale of measurement:

A	94+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

Class Schedule:

Feb. 13 Course Introduction; The Importance of Testing and the Humble Pursuit of Truth

Feb. 14 Assessment and Testing; Behavioral Observations; Mental Status Examination; Interviewing; Report Writing
Hood & Johnson chapters 1 & 17; Zuckerman chapters 1 - 11, 17, 20 - 24; Sandoval chapter 1

March 13 Ethics, Legal and Cultural Issues H & J chapters 16 & 18; Sandoval chapter 4

March 14 Principles of Measurement; Reliability and Validity; Take HTP, FIRO-B, and SII H & J chapter 3; Sandoval chapters 2 & 3

April 17 Test Evaluation; Test Administration; Test Interpretation and Feedback H & J chapters 2 & 4; Zuckerman chapter 26

April 18 Career/Vocational Testing; Cognitive Ability Testing; Take Bender-Gestalt and 16PF H & J chapters 5, 6, 7, 8, 9 & 10

May 8 Objective Testing H & J chapters 11, 12, 13, 14 & 15

May 9 Projective Testing