

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

CO-621 Assessment Techniques of MFT Clinical Practice

Spring 2016, Module 4
Thursdays, 3/10/16– 4/28/16
Classroom Lecture: 6 pm to 10 pm

PROFESSOR

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COURSE DESCRIPTION

The clinician's ongoing process of assessment is advanced with a good understanding of psychological testing and its role in the assessment process. The purpose of this course is to develop an understanding of assessment instruments and how they can give meaningful information that can be applied in the therapeutic environment. The current state of assessment in the field of Marriage and Family Therapy will be discussed and measures will be introduced and used by students. These instruments will include self-report measures, rating scales, relationship measures, open ended measures, and behavior and personality assessments. Students will have the opportunity to develop self-profiles which will help students examine their relational patterns to assist them in better serving future clients. This course provides an introduction to the main assessment techniques utilized in MFT clinical practice. Importance is placed on the clinical interview as well as intellectual, personality, couple, and family assessment methods. Clinical case report writing is also emphasized. Students will also evaluate the cultural appropriateness of various assessment tools, as well as how to include the client or family's culture, background, religion, socioeconomic status, and other systems in the assessment, diagnosing and treatment plan procedures. *3Units*

This is a Blended Course meaning that it has both online and classroom-based instruction and assessment.

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Drummond, Robert J., Sheperis, Carl J. & Jones, Karyn Dayle. (2016). *Assessment Procedures for Counselors and Helping Professionals*, Eighth Edition, Pearson Education. ISBN: 13: 9780132850636
3. Dunning, Donna (2003). *Introduction to Type and Communication*. CPP Inc. **(This can be purchased from the following website: <https://www.cpp.com/en/detailitem.aspx?ic=6189>) There is no ISBN # for this booklet.**

RECOMMENDED TEXTBOOKS

1. Groth-Marnat, Gary. (2009). Handbook of Psychological Assessment (5th Ed). Hoboken, NJ: John Wiley and Sons. ISBN# 978-0-470-08358-1

Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay for expedited shipping.

STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. Evaluate the applications and limitations of psychological testing and assessment.	1	3,5	1-6
2. Distinguish the ethical constraints associated with testing and assessment.	1	3,5	1-6
3. Discover mistakes made in the past using psychological testing and ways of preventing similar errors.	1	3,5	1-6
4. Show that competence has been achieved in writing psychological reports about a hypothetical client.	1	3,5	2
5. Identify basic test construction, including methods of assessing validity and reliability.	1	3,5	1-6
6. Determine when to refer a client for a psychological assessment.	1	3,5	1-6
7. Identify a specific psychological test and become familiar enough with that test to make a presentation to the class.	1	3,5	5
8. Integrate psychological testing and techniques with biblical principles	1	1,2,3,5	1,2,3,5

* *The program and institutional objectives are published in the Academic Catalog.*

COURSE REQUIREMENTS

1. **Participation / Online Discussion Board. (280 points/40 points per week).** You must attend every class with assigned readings completed. Online students are required to watch the video of the course if they are not able to attend live. There is no substitute for in-class participation and relational experiences. If you must miss class due to illness or emergency, notify the instructor to discuss what is needed to compensate for lost contact time. An absence does not excuse you from scheduled due dates. It is your responsibility to obtain the class notes from another student. The discussion board posts each week will require that you be present in class or watch the video.
2. **Assignments (200 points/40 points per assignment).** There will be assignments each week in weeks 2 to 6 with questions taken from the weekly reading assignments. They are not meant to be difficult, but will be focused helping the student understand the reading and incorporate the material into their understanding of the tests discussed.
3. **Controversial Issue Paper (120 points).** Students will write 5-7 pages on a controversial issue in psychological testing or MFT assessment tool. It is expected that the paper be written in APA format and use a minimum of six peer reviewed sources. Students may also be asked to discuss your topic with the class. ***Due in week 3.***
4. **Personal Psychological Report (200 points).** As part of the psychological testing course requirements, each student will be required to write a five page official psychological assessment based on results from the MMPI-2, Meyers-Briggs Type instrument, and other assessment instruments administered during the course. Details will be provided in class. ***Due in week 7.***
5. **Present an Assessment Measure to the Class (100 points).** With instructor's approval, select an assessment measure or test that will not be covered in depth by the professor and present your researched finding to the class. No paper will be required but a complete presentation of the assessment measure's strengths and weaknesses will be expected and a visual will need to accompany the presentation (PPT, handout, etc.). ***Due date will be determined by sign up in class; due in either week 3 or 4 or 5 or 6 or 7.***
6. **Taylor Study Method (100 points):** Each student will complete the pretest, all weeks, and receive at least a 60% or higher on the posttest to receive full credit for Taylor Study Method.

SEQUENCE OF INSTRUCTION

Read the table like this, "At Session ____ on _____, the scheduled session content is _____, and the assignment ***due before that session*** is _____."

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	3/10/16	<ul style="list-style-type: none"> • Introduction • Norms and Basic Statistics for Testing 	<input type="checkbox"/> Read: Drummond, Sheperis, Jones [DSJ] Chapters 1, 3-4 <input type="checkbox"/> Recommended Reading: Groth-Marnat Chapters 1-2 <input type="checkbox"/> Post: Discussion Board Question and Participation
2	3/17/16	<ul style="list-style-type: none"> • Correlation and Regression • Reliability • Validity • Behavioral Assessment 	<input type="checkbox"/> Read: DSJ, Chapters 5-7 <input type="checkbox"/> Recommended: Groth-Marnat Chapter 4 <input type="checkbox"/> Post: Discussion Board Question and Participation <input type="checkbox"/> Post: Assignment #1
	3/24/16	• Spring Break – No Class	
3	3/31/16	<ul style="list-style-type: none"> • Writing and Evaluating Test Items • Test Administration • Interviewing Techniques. • Theories of Intelligence and the Binet Scales • The Wechsler Intelligence Scales: WAIS-IV, WISC-IV, and WPPSI-III 	<input type="checkbox"/> Read: DSJ, Chapters 2, 8-10 <input type="checkbox"/> Recommended: Groth-Marnat, Chapters 3, 5 <input type="checkbox"/> Post: Discussion Board Question and Participation <input type="checkbox"/> Post: Assignment #2 <input type="checkbox"/> Post: Controversial Issue Paper <input type="checkbox"/> Presentation Due for those assigned to present in week 3. <input type="checkbox"/> Note: It's Time To Order All Textbooks For Next Module!
4	4/07/16	<ul style="list-style-type: none"> • Testing in Education: Tests of Ability in Education and Special Education • Standardized Tests in Education, Civil Service, and the Military 	<input type="checkbox"/> Read: DSJ, Chapters 10, 14 <input type="checkbox"/> Recommended: Groth-Marnat Chapters 6, 12 <input type="checkbox"/> Post: Discussion Board Question and Participation <input type="checkbox"/> Post: Assignment #3 <input type="checkbox"/> Presentation Due for those assigned to present in week 4.

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
5	4/14/16	<ul style="list-style-type: none"> • Applications in Clinical and Counseling Settings • Projective Personality Tests • Computers and Basic • Psychological Science in Testing 	<ul style="list-style-type: none"> <input type="checkbox"/> DSJ, Chapters 12, 13 <input type="checkbox"/> Recommended: Groth-Marnat Chapter 7-11, 13 <input type="checkbox"/> Post: Discussion Board Question and Participation <input type="checkbox"/> Post: Assignment #4 <input type="checkbox"/> Presentation Due for those assigned to present in week 5.
6	4/21/16	<ul style="list-style-type: none"> • Testing in Counseling Psychology • Testing in Health Psychology and Health Care • Testing in Industrial and Business Settings 	<ul style="list-style-type: none"> <input type="checkbox"/> Read: DSJ, Chapter 11 <input type="checkbox"/> Recommended: Groth-Marnat Chapter 14-15 <input type="checkbox"/> Post: Assignment #5 <input type="checkbox"/> Presentation Due for those assigned to present in week 5.
7	4/28/16	<ul style="list-style-type: none"> • Test Bias • Testing and the Law • Ethics and the Future of Psychological Testing 	<ul style="list-style-type: none"> <input type="checkbox"/> DSJ Chapters 15-17 <input type="checkbox"/> Recommended: Groth-Marnat Chapter 9 & 12 <input type="checkbox"/> Post: Discussion Board Question and Participation <input type="checkbox"/> Personal Psychological Report Due <input type="checkbox"/> Presentation Due for those assigned to present in week 7.

STUDENT EVALUATION

* <i>Participation/Discussion Board</i>	280
* <i>Personal Psychological Report</i>	200
* <i>Controversial Topic Paper</i>	120
* <i>Assignments</i>	200
* <i>Presentation</i>	100
* <i>Taylor Study Method</i>	100
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Total Points	1000

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	95–100%	C	77–79%
A-	92–94%	C-	74–76%
B+	89–91%		
B	86–88%	Any grade lower than “C-” will be lowered to “F.”	
B-	83–85%		
C+	80–82%		

ATTENDANCE POLICY

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

LATE COURSE WORK POLICY

Assignments that are turned in late will receive 50% of the earned grade. NO papers will be accepted after the last day of class.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.