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# CO 715 Assessment Tools and Inventories

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## ASSESSMENT TOOLS AND INVENTORIES

CO 715 (3 hours)

Fall Semester, 2008

Professor: Stephen Stratton, Ph.D.,  
Licensed Psychologist (KY)

Office: Stanger 413; 859-858-2289

Office Hours: Tu/Th 2:30-4:00 PM

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### Required Texts:

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

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.

### 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, while also providing an opportunity for personal growth. 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 per chapter in Kaplan and Saccuzzo. They are to be turned in prior to beginning of class on each Saturday that we meet. *Two questions* are to be submitted from each of the 12 chapters (CH. 1- 8, 13, 19-21) covered in class before the exam. *One additional question* will be submitted from the previous class presentation for each of the 12 Kaplan and Saccuzzo chapters. (Of course, you will not be able to submit additional questions for Chapters 1, 8, and 21 on that first Saturday since our prior class meeting will largely be an introduction to the class. On our first Saturday together, you will submit two questions per chapter.)

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.

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** (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*. These resources are available, usually on reserve, at the libraries of Asbury Theological Seminary (Wilmore) and other major colleges and universities.

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. **Formation Project/Personal Case Study** (90 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 Clare Williams by the second class meeting.**)

9. **Formation Project/Case Study Synthesis** (30 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.

## Grading:

Your final grade will be computed from the point totals associated with the above class requirements. There are **385 total points possible**. On the basis of this cumulative total, your final letter grade will be assigned as follows:

A:	100-95% = 385-366 points
A-:	94-92% = 365-354 points
B+:	91-89% = 353-343 points
B:	88-85% = 342-327 points
B-:	84-82% = 326-316 points
C+:	81-80% = 315-308 points
C:	79-75% = 307-289 points
C-:	74-70% = 288-270 points
D:	69-60% = 269-231 points
F:	59% and below = 230 points and less

Asbury Seminary defines grades using the following criteria (see ATS 2005-06 Catalog):

- A= Exceptional work: surpassing, markedly outstanding achievement of course objectives
- B= Good work: strong, significant achievement of course objectives
- C= Acceptable work: basic, essential achievement of course objectives
- D= Marginal work: inadequate, minimal 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.).

## Schedule:

<b>Session 1</b> September 4	<i>Course Introduction</i> <i>The Importance of Testing and the Humble Pursuit of Truth</i>	
<b>Session 2</b> September 6	<i>Assessment and Testing</i> <i>Behavioral Observations</i> <i>Mental Status Examination</i> <i>Interviewing</i> <i>Report Writing</i>	<b>K:</b> CH. 1, 8, 15 (pp. 437-449) <b>Z:</b> CH. 1-11, 17, 20-24
<b>Session 3</b> October 2	<b>Take HTP, FIRO-B, and SII</b>	
<b>Session 4</b> October 4	<i>Ethics and Legal Issues</i> <i>Principles of Measurement</i> <i>Reliability and Validity</i> <b>(Behav. Observ. and 1<sup>st</sup> MSE Due)</b>	<b>K:</b> CH. 2-5, 19-21

<b>Session 5</b> October 16	<b>Take Bender-Gestalt and 16PF (Test Review Due)</b>	
<b>Session 6</b> October 18	<i>Test Construction</i> <i>Test Evaluation</i> <i>Test Administration</i> <i>Test Interpretation and Feedback</i> <b>(Volunteer Interview including 2<sup>nd</sup> MSE Due)</b>	<b>K: CH. 6, 7, 13 (Primer Article)</b>
<b>Exam Session</b>	<u>Test Available:</u> October 24 (pick up in SH 411 by 12 PM - noon) <u>Test Due:</u> October 31 (delivered to SH 413 by 12 PM - noon)	
<b>Session 7</b> November 6	<i>Career/Vocational Testing</i>	<b>K: CH. 16</b>
<b>Session 8</b> November 8	<i>Objective Testing</i> <i>Projective Testing</i> <i>Cognitive Ability Testing</i>	<b>K: CH. 10, 12, 14, 16</b>
November 28	<b>(Final Projects Due.)</b>	