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CO 715 Assessment Inventories

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ASSESSMENT TOOLS AND INVENTORIES

CO 715 (3 hours)

June Summer Term, 2003

Professor: Stephen Stratton, Ph.D.

Licensed Psychologist

Office: Fletcher/Early 202, 858-3511, ext. 2130,

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.

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 and considered in grading.
2. **Objective Test Questions** (35 points) - Each student is to prepare **three multiple-choice** test questions. Two questions are to be drawn from each of 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 classroom experience. Each multiple-choice question should be constructed so that there are four or five possible answers. **When contributing questions, please be sure to mark the correct answer and page number (if from the text) from which you have drawn the question if you want to receive full credit.** You may collect questions from your peers 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. Multiple-choice questions should be turned in each day at the beginning of class.
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, 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 can be referenced at either the UK or AC libraries.
4. **Examination** (100 points) - One closed book, closed-note, take-home examination will be available on June 20. It can be picked up in Claire Williams' office or e-mailed. It is due in class on June 24. 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 on interviews regarding the mental status of volunteer interviewees. It should be typed and no longer than two single-spaced pages. This MSE is not the one included with the structured clinical interview described next.
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 other

than the one mentioned above. 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** (100 points) - You are required to do a *structured clinical interview* with yourself as the subject (use the interview schedule provided for the above structured interviews). 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 should take the role of a test administrator/interpreter giving feedback to a client in writing this section. The second page will be a reaction to your interpretation, this time taking the role of the test-taker/client. 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 interpretation, and then (3) client reaction. (There is a **\$30 laboratory charge** to cover the cost of test materials. **Please give money to Claire 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. 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, 2) a description of key factors in your life that you think may have contributed to your development, and 3) a description of recommendations to capitalize on your strengths and transform your areas in need of growth.

Grading:

The final grade will be based on your cumulative point total. There will be 400 points possible. Letter grades will be determined as follows:

A:	100-90% = 385 - 347 points
B:	89-80% = 346 - 308 points
C:	79-70% = 307 - 270 points
D:	69-60% = 269 - 231 points
F:	59% and below = 230 points or less

No test questions or papers are accepted after the class period in which they are due. Late papers will not be graded.

Schedule:

Session 1 June 2	Course Introduction <i>Assessment and Testing</i>	K: CH. 1 & 21
Session 2 June 3	<i>Ethics and Legal Issues</i> (Take HTP in class.)	K: CH. 19 & 20
Session 3 June 4	<i>Principles of Measurement</i> (Take Bender-Gestalt in class.)	K: CH. 2 & 3 Z: Appendix B
Session 4 June 5	<i>Reliability and Validity</i> (Take FIRO-B in class.)	K: CH. 4 & 5
Session 5 June 10	<i>Test Construction</i> <i>Test Evaluation</i> (Test Review Due. Take SII and 16PF in Claire Williams' office.)	K: CH. 6
Session 6 June 11	<i>Behavioral Observations</i> <i>Mental Status Examination</i> <i>Interviewing</i> <i>Report Writing</i> (Self-Interview Due.)	K: CH. 9 Z: CH. 1-11, 17, 20-24 J: CH. 2
Session 7 June 16	<i>Test Administration</i> <i>Test Interpretation and Feedback</i> (BO and MSE due.)	K: CH. 8
Session 8 June 17	<i>Lesser Known Measures</i> <i>and Alternatives</i> (Bender-Gestalt Results)	K: CH. 17 & 18
Session 9 June 24	<i>Objective Testing</i> (FIRO-B and 16PF Results) (Structured Interview Due)	K: CH. 15
Session 10 June 25	<i>Projective Testing</i> (HTP Results)	K: CH. 16
Session 11 June 26	<i>Career/Vocational Testing</i> (SII Results)	K: CH. 14
Session 12 June 27	<i>Cognitive Ability Testing</i>	K: CH. 10, 11, & 13

Informed Consent for Practice Interview CO 715: Assessment Tools and Inventories

I have been informed that this interview is an exercise for CO 715: Assessment Tools and Inventories, a course in the M.A. Counseling Program of Asbury Theological Seminary. The person who is interviewing me is a student of this class and is conducting this exercise as a skill-building requirement for completion of the course. Indeed, for some students in this course this is the first opportunity to do a structured interview of this type. I understand therefore that this is not a professional activity but a training opportunity for the student interviewer.

I understand that my participation in this exercise is voluntary, and I may discontinue my participation at any point during the interview. Some of the questions that will be asked of me are very personal. I understand that I am under no obligation to answer any questions that I do not want to answer. I may simply say that I choose not to answer.

For the purpose of this practice interview I understand that I am expected to falsify or "make up" some information. The student interviewer will assume that the person that I am describing in my self-report is a role-play based on my real life experiences and "made up" experiences.

I am aware that if I have any questions about the interview, I may ask the student interviewer at this time or I may contact the course professor, Dr. Steve Stratton, at 606-858-3511, ext. 2130.

My signature below affirms that I have read and agree to the above information. I have also had received satisfactory answers to any and all questions that I have about this training exercise for course CO 715: Assessment Tools and Inventories.

Signature of Interviewee

Date

Signature of Interviewer

Date

- Mental Status Examination
- Structured Clinical Interview/Mental Status Exam