

Course Syllabus

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Edit

Fall 2023 August 28 - October 10
Meeting Dates/Time: Mondays, 2:00 p.m. - 4:45 p.m. Wednesdays: 2:00 p.m. - 4:45 p.m.
Meeting location: Mission Valley Campus

COURSE DESCRIPTION

This course provides students with the knowledge and skills necessary to administer, score, and interpret several assessment instruments. Students will be familiar with validity, reliability, and psychometric statistics.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe.
2. Learning is experiential and active.
3. Communication is open . . . opposing viewpoints are welcomed.
4. All are learners and all are teachers . . . we will learn from each other.
5. Mistakes are okay . . . this is a no-guilt, no-blame zone.
6. The point is to learn and grow ... grades are a by-product and not the goal.
7. Integrity and honesty are expected.

Please jot down some of your expectations for this course.

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Drummond, R. J., Sheperis, C. J., and Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals* (9th ed.). Boston, MA: Pearson Publication.

ADDITIONAL READINGS

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, 7th Edition. American Psychological Association.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES (CLO)

After completing this course, you should be able to:

1. Understand and evaluate the psychometric properties, including reliability and validity, of modern psychological test instruments.
2. Become familiar with modern applications of psychological tests to a wide range of fields including education, personality, and clinical psychology.

3. Demonstrate competence in identifying and articulating an array of ethical issues encountered in psychological testing.
4. Identify and apply cultural/diversity theories in the context of assessment.
5. Administer, score, and interpret basic psychological tests used in a counseling setting.
6. Integrate test data with other sources of clinical information to arrive at diagnostic conclusions and formulate treatment plans.
7. Demonstrate proficiency in the written and oral communication of test results, conclusions, and recommendations.

HOW TO SUCCEED IN THE COURSE

I believe that the course is organized in such a way that you can absolutely be successful in this class, provided that you invest a reasonable amount of thought, effort, and time. To ensure success, I suggest the following. First, the quizzes will primarily cover material from the text. The lectures and discussion are intended to supplement the readings, but are vitally important for engaging the topics in a way that facilitates actual learning. It is essential that the concepts in the text are understood and mastered by each student. There is not an overwhelming amount of reading for this course, so spending a little extra time with the readings will go a long way. Second, attendance is paramount for success. We will be spending a lot of time interacting with the test materials, as well as with each other, so missing class will leave you significantly behind in becoming competent. I promise to do my best to make the classroom experience interesting and engaging if you promise to give adequate energy and attention to it. Third, give yourself sufficient time each week to complete the assignments and review the material. Fourth, please check for class announcements and email communications regularly. I will often email the class to offer study tips, clarification on class-related issues, assignment reminders, etc. Lastly, please come talk to me if you are having difficulty with this course. Together, we may be able to think of ways that I can adjust my teaching style and you can adjust your learning style to make this a successful experience for both of us.

COURSE REQUIREMENTS

1. Weekly Quizzes

A quiz on the reading will be due every week as listed on the course schedule. Quizzes will be completed online and you will have 30 minutes to complete the quiz. You may use study materials, but failing to do the chapter reading beforehand will significantly hurt your chances of completing the quiz within the allotted time. Quizzes are due by the designated class period before the start of class and will not be scored after the due date. Each student's lowest score will be dropped and replaced by the median of his or her quiz scores. Please note that I have encountered instances of students using websites that archive test bank questions. You may find yourself tempted to simply google the questions and find the answers. Please be aware that this is a very serious matter and I will treat the offense as a matter of academic

dishonesty. If I suspect you are using these resources, I will *at my discretion* give you a 0 for the quiz in question and initiate the protocol for academic dishonesty which may result in you failing the course. I expect you to hold yourself to a high standard of integrity and cheating in this manner is not consistent with our classroom culture or values.

2. Test Review and Critique

Each student will complete a short review on a psychological test of interest. You will choose a psychological test write and short critical review. You may write on a test we have covered in class or pick one that you have encountered in your clinical work or own research. Should you choose to review a test that we haven't covered in class, please make sure it is reputable and widely used or it may be difficult to locate the manual, articles, etc. When in doubt, just ask me and I can tell you whether it is a viable choice. Although the textbook has useful information on many of these tests, you should not use it as a primary source. Further, if you choose a measure we covered in class, you must expand significantly on that content.

You will compile information on your chosen test and write a 6-8 page, double spaced review/critique that includes information on content, use, administration, scoring and interpretation, and clinical application. Please refer to the **assignment guidelines and grading rubric on Canvas** for further instructions.

3. Case Conceptualization and Treatment Plan

Students will write a vignette about a fictitious client and partner up with another student to administer, score, and interpret a battery of tests. Using the vignette and information obtained in a clinical interview, students will write a case conceptualization and treatment plan using test data based on the following battery.

Beck Depression Inventory

Beck Anxiety Inventory

Ways of Coping Questionnaire

Brief Symptom Index

NEO Five-Factor Inventory

AUDIT/DUDIT

Quality of Life Inventory

The tests will be administered by you to a partner (and vice versa) during class time. Attendance on these days is imperative. The case conceptualization and treatment plan will be approximately 6-7 pages long, single-spaced (see examples). The report will include a background, history, and behavioral observation of the fictitious client, a detailed description of the results of each test, with a separate section for each. It will conclude with a general integrative summary and recommendations. We will discuss interpretive report writing throughout the class and I will provide detailed instructions for the report itself. Please refer to the **assignment guidelines and grading rubric on Courses** for further instructions. *Note: Do not lose your testing materials! Since each student is filling out one set, coupled with the corresponding biography, I cannot provide additional tests for your report.*

You will turn in drafts of the Client History and Test Results Section for feedback. These drafts are worth 10 points for submission, and if you address all my feedback you will earn full points for those sections when turned in with the full, final Conceptualization (100 points total).

4. **MMPI-3 Reflection**

Students will write a 2-page, double spaced interpretative reflection on how the results of their MMPI-3 (taken for admission to the program).

5. **Attendance and Participation:**

Coming to class and participating in discussion and class activity is mandatory and expected. I am entirely sympathetic to extenuating circumstances that may result in a student missing class, thus you may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 15 points (up to 60 points). Tardiness of greater than 15 minutes to a class will be counted as an absence. Note: you are only allowed TWO total absences, per MACC/PLNU attendance policy, and any additional absences may result in de-enrollment from the class. **Bottom line:** If you come to class and participate, you will receive full points and this component of the final grade will only help you! Please communicate with me as far in advance as possible if you are struggling to get to class. See the Attendance and Participation policies below for more information.

Late Policy

Note: this is NEW as MACC late work policy has changed! Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](#)
- [Psychology with Style: A Hypertext Writing Guide](#)
- [The OWL at Purdue: APA Style](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Distribution of Course Hours

Assignments	Course Hours
Face-to-face Class Sessions	40
Online Participation in forums, groups, etc.	24
Reading	24
Writing	20
Other Assignments and Learning Activities	10
Exams & Quizzes	16
TOTAL HOURS	134

ASSESSMENT AND GRADING

Assignments with Point Values

Assignments	Points
Weekly Quizzes (20 points each)	220
Test Review and Critique	80
Case Conceptualization and Treatment Plan	120
MMPI-3 Reflection	20

Assignments with Point Values

Assignments	Points
Attendance and Participation	60
Total	400

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

COURSE POLICIES

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](#) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any

course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations will be approved.

4. Participation

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice, especially during your practicum. The following criteria will be used to evaluate participation.

Participation in discussions and Practicum

- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of concepts reviewed

5. Attendance

PLNU Attendance and Participation Policy: Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition: A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

6. Classroom Etiquette

Students are expected to actively engage in an adult learning environment.

Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

7. Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

8. Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

9. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](#).

10. Accessibility of Historical Data in Point Loma Classes

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of

digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

11. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

12. Academic Accommodations

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

13. Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response. In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

14. Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for

classroom education. Any use of those materials outside the class may violate the law.

15. Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at the [Title IX Office | Get Help Now](#)

COURSE SCHEDULE AND ASSIGNMENTS

Weekly Course Schedule				
Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
Module 1 S1 LIGHT WEEK	Introduction To Assessment; Assessment Process		No F2F Class	Review Syllabus Introductory Discussion (due Sunday)
S2 LIGHT WEEK	Introduction To Assessment; Assessment Process	Chapter 1 and Appendix II	No F2F Class	Reading Quiz 1 (Chapter 1) due Sunday

Weekly Course Schedule

Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
Module 2 S3	Statistics and Understanding Scores	Chapter 5-6	No Class - Labor Day	Reading Quiz 2 (Ch 5 & 6) Z-score Assignment
S4	Reliability	Chapter 7		Reading Quiz 3 (Ch 7)
Module 3 S5	Validity	Chapter 8		Reading Quiz 4 (Ch 8)
S6	Methods and Sources of Assessment Information Interviewing and Gathering Clinical Information	Chapter 4	Clinical Interview	Reading Quiz 5 (Ch 4) Client Biography (due before class)
Module 4 S7	Clinical Assessment	Chapter 9	Administer: BDI-II; BAI; BSI	Reading Quiz 6 (Ch 9)
S8	Clinical Assessment	Chapter 15	Administer: QOLI; Ways	Reading Quiz 7 (Ch 15)

Weekly Course Schedule

Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
				Client History Section (Sunday) Mid-Course Survey
Module 5 S9	Substance Use Assessment		Administer: AUDIT/DUDIT	
S10	Personality Assessment	Focus on Test Critique	Case: William	Test Critique (Due Sunday)
Module 6 S11	Personality Assessment	Chapter 14	Administer: NEO Case: HQ	Reading Quiz 8 (Ch 14)
S12	Projective Assessment/Child Assessment			Test Results Section (Sunday)
Module 7 S13	Projective Assessment/Child Assessment		Case: Timothy	

Weekly Course Schedule

Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
S14	Multicultural Assessment	Chapter 3 and Appendix I Suzuki and Ponterotto, Chapter 8 (see Module to download pdf)	Administer: CAIP (add to Results later if needed) Case: KS	Reading Quiz 9 (Ch 3)
Module 8 S15	Ethical and Legal Issues Test Bias Feedback Informed Treatment	Chapter 2		Reading Quiz 10 (Ch 2)
S16	Communicating Test Results	Chapter 17	Feedback to Client	Reading Quiz 11 (Ch 17) Case Conceptualization due BEFORE CLASS MMPI-3 Reflection (Due Sunday)