



College of Health Sciences | MA in Clinical Counseling

PSY6050: Psychological Testing and Assessment

3 Units

Course Information:

Fall 2024/Quad 1

Course Dates:

September 3 - October 27 (9/2 is a holiday)

Meeting days/times:

Tuesdays and Thursdays | 5:30 PM - 8:15 PM

Meeting location: Mission Valley Campus (MV 303)

Instructor Information:

Instructor title and name: Prof. TJ Bowse

Email: tbowse@pointloma.edu

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course examines legal, ethical, and clinical aspects of child and elder abuse reporting, such as mandatory methods of identifying victims, prevention and intervention, and treatment techniques.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling (MACC)* are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

Upon completion of this course, you should be able to...

1. Understand the historical and theoretical perspectives of abuse assessment and reporting
2. Know legal requirements of reporting abuse.
3. Know rights and responsibilities of reporting and the consequences of failure to report.
4. Identify physical and behavioral indicators of abuse.
5. Become familiar with relevant issues related to perpetrators of abuse.
6. Understand assessment and treatment of abuse.
7. Be familiar with methods of and existing efforts toward prevention of abuse.
8. Develop sensitivity to previously abused children and adults and know the implications and methods for treatment.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Required Texts and Recommended Study Resources

Hines, D.A., Malley-Morrison, K. & Dutton, L.B. (2021). *Family violence in the United States: Defining, understanding, and combating abuse*, 3rd edition. Thousand Oaks, CA: Sage Publications, Inc. ISBN (paperback) 9781506394954

"Statutes and Regulations Relating to the Practice of..." a publication by the California Board of Behavioral Services (BBS), which can be obtained, free of charge, from www.bbs.ca.gov (You do not need to print the entire publication.)

The Child Abuse and Neglect Reporting Law [11164-11174.3] and Elder Abuse and Dependent Adult Civil Protection Act [15600-15657.8]. (available at www.ca.gov - use search).

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Recommended Readings

Acierno, R., Hernandez, M.A., Amstadter, A.B., Resnick, H.S., Steve, K., Muzzy, W. & Kilpatrick, D.G. (2010). Prevalence and correlates of emotional, physical, sexual, and financial abuse and potential neglect in the United States: The national elder mistreatment study. *American Journal of Public Health*, 100(2), 292-297.

Band-Winterstein, T. & Eisikovitz, Z. (2014). *Intimate violence across the lifespan*. NY: Springer.

Bergeron, L. R. (2004). Elder abuse: Clinical assessment and obligation to report. In K. A. Kendall-Tackett (Ed.), *Health consequences of abuse in the family: A clinical guide for evidence-based practice* (pp. 109–128). American Psychological Association.

Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Campbell, J. C. & Messing, J.T., (Eds.). (2017). *Assessing dangerousness: Domestic violence offenders and child abusers*. NY: Springer.

Crosson-Tower, C. (2014). *Understanding child abuse and neglect (9th ed.)*. NY: Pearson.

Ghandour, R. M., Campbell, J. C., & Lloyd, J. (2015). Screening and counseling for Intimate Partner Violence: a vision for the future. *Journal of women's health* (2002), 24(1), 57–61.

Klika, J.B. & Conte, J.R. (eds.) (2018). *The APSAC handbook on child maltreatment (4th ed.)*. Thousand Oaks, CA: Sage.

McMinn, M. R. (2012). *Psychology, theology, and spirituality in Christian counseling*. Tyndale House Publishers, Inc..

Nason-Clark, N., Fisher-Townsend, B., Holtmann, C., & McMullin, S. (2018). *Religion and intimate partner violence: Understanding the challenges and proposing solutions*. Oxford University Press.

Nerenberg, L. (2019). *Elder justice, ageism, and elder abuse*. New York, NY: Springer.

Pham, E. & Liao, S. (2009). Clinician's role in the documentation of elder mistreatment. *Geriatrics & Aging*, July 12 (6), 323-327.

Rollè, L., Giardina, G., Caldarella, A. M., Gerino, E., & Brustia, P. (2018). When intimate partner violence meets same sex couples: A review of same sex intimate partner violence. *Frontiers in psychology*, 9, 1506.

Walsh, F. (Ed.). (2009). *Spiritual resources in family therapy (2nd ed.)*. New York, NY: Guilford.

Wiglesworth, A., Mosqueda, L., Mulnard, R., Liao, S., Gibbs, L., & Fitzgerald, W. (2010). Screening for abuse and neglect of people with dementia. *Journal of the American Geriatrics Society*, 58(3), 493-500.

Recommended Websites

- [American Psychological Association](#)
 - [Board of Behavioral Sciences](#)
 - [California Legislative Information](#)
 - [Centers for Disease Control and Prevention](#)
 - [Center of Excellence on Elder Abuse and Neglect](#)
 - [Family Justice Center](#)
 - [Institute on Violence, Abuse and Trauma at Alliant University](#)
 - [National Adult Protective Services Association](#)
 - [National Center on Elder Abuse](#)
 - [National Child Traumatic Stress Network](#)
 - [National Council on Child Abuse & Family Violence](#)
 - [National Sexual Violence Resource Center](#)
 - [Prevention and Treatment of Child Abuse](#)
 - [San Diego County, Health & Human Services, Adult Protective Services](#)
 - [San Diego County, Health & Human Services, Child Welfare Services](#)
 - [San Diego County, Probation Department, Domestic Violence](#)
 - [U.S. Department of Health & Human Services; Administration for Children & Families](#)
 - [U.S. Department of Health & Human Services; Child Welfare Information Gateway](#)
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Assessment and Grading

1. Reading and Response (75-points)

- *Reading* (There will be a quick quiz in Canvas for each session's assigned reading. 45 points total possible / 3 points per quiz.
- *Response* (Canvas discussion questions, 30-points / 3-questions @ 10-points each). The course text and lecture materials have been supplemented with questions designed to personalize the material covered in class. It is expected that course material will be read before the scheduled lecture so that informed and lively discussion may be the primary focus of class meetings. Canvas questions may be utilized for class discussion, so please attempt to complete your thoughtful responses prior to class. For each question, please cite at least one peer-reviewed article published in the past five years to support your response to each question. Your written responses are limited to 250 words - concise writing is demanding! Please see the course schedule for specific due dates.

2. Student/group presentation (50 points)

Students will present on a pre-assigned topic. Please see the course schedule for specific presentation dates.

Sections of the presentation should include:

- A description of the issue
- Statistical and Prevalence Information
- Evidence based assessment, treatment, and intervention
- One San Diego County community resource
- A specific cultural factor influencing the issue

A detailed presentation rubric will be handed out during the first class session.

3. Online Mandated Reporter Trainings (50 points)

Students will complete the California Mandated Reporter Trainings for child (40 points) and elder abuse (10 points). These online trainings require about eight and a half hours combined. Please see the course schedule for specific due dates.

4. Final Exam (25 points)

A comprehensive final exam will be given on the last day of class, utilizing diverse formats, including multiple choice items, true/false, and short answer to a clinical vignette.

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:

- Title page
- Abstract
- Main body with headings
- Reference page

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

Assignment Point Distribution

Assignments	Points
Attendance and Participation (20% of grade, 10% each)	50
Reading	45
Participation (Canvas discussion questions; 3 Questions at 10 points each)	30
Mandated Reporter Trainings (Child 40, Elder 10)	50
Student Presentations	50
Final Exam	25
Total	250

Grading Scale:

Grade Scale Based on Percentage of Points Earned				
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.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

Course Policies

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

- Participation in discussions

- 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; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

Academic Honesty Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU 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.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

- Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 5 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](#) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#).

Late Policy

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.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [**The GPS Writing Center**](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [**Research Help Guide**](#) to help you start your research
 - The physical office is located on the third floor of the [**Mission Valley Regional Center**](#) off the student lounge
- [**Academic Writing Resources Course**](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [**Watch a quick video run-through**](#) and take time now to explore!
- [**Grammarly**](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [**Tutoring**](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [**GPSWritingCenter@pointloma.edu**](mailto:GPSWritingCenter@pointloma.edu)

Course Schedule and Assignments

See the [**Course Schedule**](#) page for details of weekly topics and reading assignments.

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.