

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDCO 800

ADVANCED TESTS AND MEASURES

COURSE DESCRIPTION:

This class serves as an advanced course to the principles of psychological assessment, scoring, and interpretation, especially in the areas of mental status, personality disorders, and other psychopathological conditions, and their application to counseling practice. The focus will be on administering and interpreting prominent individual and group standardized psychological/counseling testing instruments, including the use of assessment procedures in diagnosing mental and emotional disorders using the current edition of the DSM and applying ICD codes. By the end of the course, each student will have a firm foundation from which to develop skills as an assessor, especially as it relates to clinical psychopathology, personality and personality disorders, and abnormal behavior. It is important to note that this course only serves as an introduction to advanced testing procedures that are usually reserved for licensed psychologists. Further courses and skills training are needed for the student interested in developing this as a specialty area.

Each student will receive a blank copy of several tests during the week to review and keep as part of their personal files.

Note: There is a lab fee of \$80 for copies of tests that is added to the tuition of class.

RATIONALE:

Doctoral-level practitioners and upper-level master's degree students in professional counseling are frequently called upon to utilize clinical and personality testing in clinical practice. To do this ethically, counselors must be sufficiently trained in various methods of clinical and personality assessment, including the skillful use of both types of assessments. This course provides the student with the education, training, and experience necessary to further develop their skill in clinical and personality assessment using testing as one method for doing so.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. MEASURABLE LEARNING OUTCOMES:

Accomplishment of these overarching programmatic learning outcomes involves the course-related learning outcomes listed below. Upon successful completion of this

course, the student will be able to:

- A. Evaluate ethical issues and dilemmas that arise when using testing as one means of assessment based on existing ethical standards applicable to professional counselors.
- B. Evaluate the impact of multicultural diversity on testing accuracy.
- C. Identify, clarify, analyze, and refine specific referral questions used to help guide the assessment process.
- D. Demonstrate clinical interviewing skills used to obtain pertinent information related to assessment.
- E. Administer, score, interpret, and report scores on selected tests.
- F. Interpret test results using background, interview, and other assessment data.
- G. Synthesize testing and other assessment data into coherent and focused written reports.
- H. Justify the use of assessment within a Christian worldview.

IV. COURSE REQUIREMENTS AND ASSIGNMENTS:

A. Pre-Intensive Work:

IMPORTANT: Due to federal financial aid regulations enacted over Summer 2014, intensives, regardless of when they meet on campus, are considered 16-week classes. Because of that, you will need to complete the Course Requirements Checklist (CRC) by Wednesday of the week the class officially starts, and then complete each assignment on a minimum of a two-week basis (but completing all pre-course work before the intensive week) to remain in good standing in the class. Failure to stay up-to-date on assignments could result in the professor being forced to assign an FN as a final grade, then the student will have to contact their advisor and then the Dean to be allowed to re-enter the class. Stay on top of your pre-class work so this does not become an issue!

1. Complete the Course Requirements Checklist (CRC) **by NOON** on Wednesday of the first week that class opens. This is found under “Assignments.”
2. Two Written Assignments: Define particular scales as instructed on the MMPI-2 (100 points) and the MCMI-III (100 points). Both are due before the start of the intensive according to their due dates found on the Course Chart. Instructions are posted under “Assignments.”
3. One Quiz (100 points) to ascertain what has been learned from the reading and completion of the MMPI-2 and MCMI-III assignments. This is an open-book and open-note quiz. This is due *before* the start of the intensive. Instructions are posted under “Assignments.”

B. Intensive Week Work:

1. Attend and participate in class discussion and related activities designed to help students evaluate, analyze, interpret, and synthesize testing data. Enthusiastic agreement and respectful disagreement with others in the class is expected. Students will also practice administering and scoring particular assessments with each other. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of personal and professional development, as well as understanding leadership and advocacy in the field.

2. Work groups of 3-5 students each will be formed the first day of class. Groups will gather after class to go over case studies provided by the professor. Groups are to review, discuss, and be able to answer questions provided by the professor in the next day's class.

C. Post-Intensive Work:

1. Students will be given an MMPI-2 scoring sheet (chart only) and will develop an interpretation based on their pre-intensive work and intensive-week clinical groupwork (150 points). This will be due 2 WEEKS from the Sunday after the intensive week. (Learning Outcomes A, E, F, & G.)
2. Students will be given an MCMI-3 scoring sheet (chart only) and will develop an interpretation based on their pre-intensive work and intensive-week clinical groupwork (150 points). This will be due 4 WEEKS from the Sunday after the intensive week. (Learning Outcomes A, E, F, & G.)
3. Students will be given the raw worksheets and scored reports for *Beck* inventories, a *Quickview Social History*, the *MSE & MMSE*, the *SCL-90-R*, and using the previous MMPI-2 (post-intensive number 1 above), MCMI-III (post-intensive number 2 above), will write a psychosocial report covering interpretation, diagnosis, and treatment recommendations (200 points). This will be due 6 WEEKS from the Sunday after the intensive week. (Learning Outcomes A - H.)

V. COURSE GRADING AND POLICIES:

A. Points:

<i>Pre-Intensive work:</i>	
Course Requirements Chklist	10
MMPI-2 scale definitions	150
MCMI-3 scale definitions	150
Pre-Intensive Quiz	100
<i>Intensive week work:</i>	
Attendance/Group Work	80
Group Work Evaluations	20
<i>Post-Intensive work:</i>	
MMPI-2 interpretation	150
MCMI-3 interpretation	150
Psychosocial Report	200
Total:	1010

B. Scale:

A	A-	B+	B	B-	C+
1000-940	939-920	919-900	899-860	859-840	839-820
C	C-	D+	D	D-	F
819-780	779-760	759-740	739-700	699-680	679-0

VI. ATTENDANCE POLICIES:

A. Appearance and Etiquette:

As counselor leaders, students are expected to maintain a neat, professional appearance and etiquette while in class.

B. Attendance and Timeliness:

Students must attend and participate in all portions of the course and the intensive (morning and afternoon portions, labs, etc.) on time and in their entirety in order to pass the class.

VII. OTHER POLICIES :

A. Ethical Scholarship: Counselor leaders avoid academic misconduct of every kind.

Academic Misconduct is defined in the LU Honor Code. The following quotes are from the Code and can be found in its entirety at:

https://www.liberty.edu/index.cfm?PID=19459&this_session_key=Ss9m3739k81L7w94B3eZ1MGM68wdS8cG47o8qRc7&fullnameErrorCode=&ns=false&website=&year=2011&term=40&CFID=119187893&CFTOKEN=23240145)

Academic misconduct includes, but is not limited to, plagiarism, cheating and falsification.

Plagiarism is the intentional failure to give sufficient attribution to the words, ideas, or data of others that the student has incorporated into his/her work for the purpose of misleading the reader. In some cases, a student may be careless and fail to give credit to the words, ideas or data of others. In such situations, plagiarism has still occurred, but the professor may choose from an array of sanctions he/she deems appropriate. In order to avoid plagiarism, students must conscientiously provide sufficient attribution. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the true source of the words, ideas, or data. Students who have any doubt as to whether they have provided sufficient attribution have the responsibility to obtain guidance from their professor or other person to whom they are submitting their work.

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:

- Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material).
- Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source.
- Replicating another person's work or parts thereof and then submitting it as an original.
- Purchasing a paper (or parts of a paper) and representing it as one's own work.

- **Multiple submissions:** Multiple submission is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from a prior class for a current course assignment is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case prior permission from both instructors is absolutely necessary.

Cheating is a form of dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained, gives unauthorized aid, or wrongly takes advantage of another's work. Examples include, but are not limited to:

- Copying from another person's work on an examination or an assignment.
- Allowing another student to copy any portion of one's work on an examination or an assignment.
- Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student.
- Reusing a paper from a previous course.
- Paying another student to complete a course, an individual assignment or an examination.

Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:

- Dishonestly answering or providing information in the application process.
- Citing a source that is known not to exist.
- Attributing to a source ideas and information that are not included in the source.
- Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea.
- Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

B. Disability Statement:

Students with a documented disability may contact the Office of Disability Academic Support (ODAS, luoodas@liberty.edu) to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center is the officially designated place for all tests administered outside of the regular classroom.

C. Drop/Add Policy:

Consult the Graduate Catalog for drop/add policies.

D. Professionalism Policy:

Agreement or respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of both personal and professional development as a counselor. Engaging in this process in an appropriate manner is expected.

Students may not “multi-task” during class time. Usage of technological resources is restricted to activities specifically related to class assignments.

The quality standard for work submitted is expected to be appropriate for doctoral level work. These expectations include excellent grammar and spelling, coherent paragraphs, precise APA style, and sufficient levels of written organizational structure.

E. English as a Second Language:

If English is your second language, please make use of editing help prior to submitting your work. I am required to grade consistently, with the expectation of doctoral level scholarship in the English language, for all students.

VIII. Bibliography:

- Ackerman, M.J. (1999). *Essentials of forensic psychological assessment*. New York, NY: John Wiley & Sons. ISBN: 978-0-471-33186-5.
- Ashcraft, D. (2012). *Personality theories workbook*. (5th ed.). Belmont, CA: Wadsworth. ISBN: 978-1-111-52491-3.
- Barlow, D.H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th ed.). New York, NY: Guilford. ISBN: 978-1-59385-572-7.
- Carlat, D.J. (2011). *The psychiatric interview: Practical guides in psychiatry*. (3rd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins. ISBN: 978-1-4511-1019-7.
- Craig, R.J. (2005). *New directions in interpreting the Millon clinical multiaxial inventory III (MCMI-III)*. New York, NY: John Wiley & Sons. ISBN: 0-471-69190-9.
- Greene, R.L. (2010). *The MMPI-2/MMPI-2-RF: An interpretive manual* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0205535852.
- Melton, G.B., Pertila, J., Poythress, N.G., & Slobogin, C. (2007). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers*. (3rd ed.). New York, NY: Guilford. ISBN: 978-57230-966-1.
- Morrison, J. (2007). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York, NY: Guilford Press. ISBN-10: 1-59385-331-9.

- Nussbaum, A. M. (2013). *The pocket guide to the DSM-5 diagnostic exam*. Washington, DC: American Psychiatric Publishing. ISBN-13: 978-1585624669.
- Morrison, J. (2008). *The first interview*. New York, NY: Guilford Press. ISBN: 1978-1-59385-636-6.
- Othmer, E., & Othmer, S. (2003). *The clinical interview: Using DSM-IV(TR). Vol 1, Fundamentals*. Washington DC: American Psychiatric Association. ISBN: 1-58562-051-3.
- Pomeroy, E., & Wambach, K. (2003). *The clinical assessment workbook: Balancing strengths and differential diagnosis*. Pacific Grove, CA: Brooks/Cole Thomson Learning. ISBN: 0-534-57843-8.
- Ried, W., Sutton, B. J., & Balis, G. U. (1997). *The treatment of psychiatric disorders: Revised for the DSM-IV*. New York, NY: Brunner-Mazel. ISBN: 0876307659.
- Seligman, L., & Reichenberg, L. W. (2012). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders* (4th. ed). San Francisco, CA: Jossey-Bass. ISBN-13: 978-0-470-8890-8.
- Shea, S. C. (1998). *Psychiatric interviewing: The art of understanding for psychiatrists, psychologists, counselors, social workers, nurses, and other mental health professionals* (2nd ed.). Philadelphia, PA: Saunders. ISBN-13: 9780721670119.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2013). *Clinical interviewing* (5th ed.). New York: John Wiley & Sons. ISBN-13:978-1118270042.
- Strack, S. (2002). *Essentials of the Millon inventories assessment*. (2nd. ed.). New York, NY: John Wiley & Sons. ISBN: 0-471-21891-X.
- Weiner, I.B., & Greene, R.L. (2008). *Handbook of personality assessment*. New York, NY: John Wiley & Sons. ISBN: 978-0-471-22881-3.
- Zuckerman, E.L. (2010). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports*. (7th. ed.). New York, NY: Guilford Press. ISBN: 978-1-6062-3874-5.