Instructor: Vickey L. Maclin, Psy.D.  
Course Dates: October 2-3  
October 30-31  
December 4-5  
Course Times:  
Fridays  6:30-9:30  
Saturdays  8:30-4:30  
Instructor Contact Information:  
Email: vmaclin@gordonconwell.edu  
Office Number: 704-295-2358  
Cell Number: 757-288-0803  
Office Hours: Tuesday & Thursday 1:00 - 4:00 pm  
Friday 9:30 am – 12:30 pm  

Course Description:  
This course is designed to provide an introduction to the theoretical framework for cognitive and personality assessment. Students will learn the process of assessment by administering, scoring and interpreting a battery of instruments. A number of additional psychological and counseling instruments will be reviewed. The content of the course provides students with the knowledge to incorporate projective and objective tests into their practicum settings.

CO710, Psychopathology, is a pre-requisite for CO735, Individual Appraisal. Courses that include content in psychometrics, measurement, and assessment of individual personality characteristics are required by many state licensing boards, including the North Carolina Board of Licensed Professional Counselors.

Gordon-Conwell Mission  
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

Course Objectives  
Students will gain knowledge and be able to identify and develop plans to address CACREP Section II G-3 & 7:  
ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:  
G.3.e. a general framework for understanding exceptional abilities and strategies for differentiated interventions
G.7.a. historical perspectives concerning the nature and meaning of assessment;
G.7.b. basic concepts of standardized and nonstandardized testing and other assessment
techniques, including norm-referenced and criterion-referenced assessment,
environmental assessment, performance assessment, individual and group test and
inventory methods, psychological testing, and behavioral observations;
G.7.c. statistical concepts, including scales of measurement, measures of central tendency,
indices of variability, shapes and types of distributions, and correlations;
G.7.d. reliability (i.e., theory of measurement error, models of reliability, and the use of
reliability information);
G.7.e. validity (i.e., evidence of validity, types of validity, and the relationship between
reliability and validity);
G.7.f. social and cultural factors related to the assessment and evaluation of individuals, groups,
and specific populations; and
G.7.g. ethical strategies for selecting, administering, and interpreting assessment and evaluation
instruments and techniques in counseling.

And will demonstrate evidence of learning through CMCH:
G-2. Understands various models and approaches to clinical evaluation and their appropriate
uses, including diagnostic interviews, mental status examinations, symptom inventories,
and psychoeducational and personality assessments.
G-4. Identifies standard screening and assessment instruments for substance use disorders and
process addictions.
H-2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a
biopsychosocial history, a mental health history, and a psychological assessment for
treatment planning and caseload management.
K-4. Understands the relevance and potential biases of commonly used diagnostic tools with
multicultural populations.

Class Structure and Instruction
To achieve the objectives of this course and address the course content, the instructor will
employ a variety of teaching interventions that will include small group discussions, individual
projects, lectures, role plays, case interview and report, and simulated activities.

Required Texts and/or Readings
Textbooks:
Developmental and multicultural approaches (2nd ed.). Alexandria, VA: American

Lab fee to cover testing supplies and scoring programs: $25.00 – $75.00 (Students will be
informed of exact cost in first class period. Checks should be made payable to Gordon
A. Course Requirements:
1. Students will demonstrate an understanding of the historical perspectives of the nature of and meaning of assessments. (CACREP II.G.7.a)
2. Students will be able to demonstrate an understanding of the basic psychometric concepts of standardized and non-standardized testing and other assessment techniques. They will demonstrate an understand of norm-referenced and criterion referenced assessments, performance assessments, individual and group tests and inventory methods, personality tests, psychological testing, behavioral observations. (CACREP II.G.3.e; G.7.b)
3. Students will be able to demonstrate the process of determining and using standard screenings and assessment instruments for substance use disorders. (CMHC G-4)
4. Students will demonstrate an understanding of basic statistical concepts such as validity, reliability, scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution and correlations. (CACREP II.G.7. c, d, e)
5. Students demonstrate an understanding of using various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (CMHC G-2; H-2)
6. Students will demonstrate an understanding of administering, scoring and interpreting a number of different assessments. (CACREP II: G.7.b, CMHC G-2, H-2)
7. Students will engage in writing comprehensive assessment report that includes information related to social and cultural factors. Students will provide an understanding of the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (CACREP II: G.7.b, f; CMHC K-4)
8. Students will demonstrate an understanding of the professional and ethical obligations involved in assessment. including selecting, administering, and interpreting assessments in counseling. (CACREP II: G.7.g)
9. Students will demonstrate the development of increased insight into one’s own integration of spirituality and personality preferences.

B. Assignments: Knowledge and Skill Outcome
All written assignments, with the exception of the report, must be written in APA style. See http://owl.english.purdue.edu/owl/section/2/10 for more information.

Document File: All assignments should be submitted electronically in the Sakai course assignments areas. Students name, course number and assignment name should be included on cover page, that is APA formatted, for each assignment submitted.

a. Reflective/Spiritual Growth Exercise (50 points). This assignment will be an experiential exercise regarding the integration of spirituality and personality assessment. Details will be discussed in class.

Due Date: Uploaded to Sakai in the assignment area by midnight on October 24th.
b. **Assessment Text Reading Assignment (100 points).** The students are expected to read the Whiston (2013), the Sommers-Flanagan and Sommers-Flanagan (2014) and Vernon and Clemente (2005) textbooks in their entirety. After having read the texts the students will write a 7-8-page paper. First, the students will use subsections to address their understanding of the material from Whiston (2013), Sommers-Flanagan and Sommers-Flanagan (2013) and Vernon and Clemente (2005) related to each of the sections/parts (NOT INDIVIDUAL CHAPTERS) in the three books. This will be done by writing about the usefulness of the information to being a counselor by answering the question, “So what?” What is the importance of the information in each of the sections/parts of the books to the students’ future work as a counselor? The students will write about the material from by addressing how the information can be applied in future work as a counselor. Secondly, students will write about what the textbooks indicate as it relates to approaches of clinical evaluation. From the Whiston (2013) text students should address what is stated as it relates to different models and approaches to clinical evaluation using different kinds of assessments, such as mental status examinations, symptom inventories, psychoeducational and personality assessments and other types of assessments. From the Sommers-Flanagan and Sommers-Flanagan (2014) text students are to address what they understand is said about approaches of clinical evaluation in using clinical interviewing, and from the Vernon and Clemente (2005) text students should identify and write about their understanding of assessing children and adolescents. Thirdly, the students will address from each of the texts the relevance of working with multicultural populations. From Whiston (2013) the students should address the potential biases of commonly used diagnostic tools with multicultural populations. From Sommers-Flanagan and Sommers-Flanagan (2014) students should address considerations when conducting a clinical interview with individuals from diverse populations. Fourthly, from the Vernon and Clemente (2005) text students should address the developmental issues to be concerned about when assessing and offering interventions for children from each of the different stages identified by the authors. Students should consider and address the issues of multicultural diversity from the perspective of working with young clients and with young ethnically and racially diverse clients. Utilizing the information from Chapter 4 students should also address how they would design a culturally sensitive measure to use with ethnically and racially diverse children clients. Finally, students should offer a summary that includes their comments related to the benefits and drawbacks of the material from a Christian counselor’s perspective for all three books. In the summary students should offer positives and negatives from a Christian counselor’s thoughts about the information the authors provided. (CMHC G-2, K-4)

**Due Date: Uploaded to Sakai by midnight on November 14th.**

**SPECIAL NOTE:** The Vernon and Clemente (2005) book can be taken off this assignment and be replaced with a brief summary by attending the CE presentation
hosted by the MACC program at Gordon Conwell. The CE, titled *Cultural Competence for Therapists: Developing Effective Strategies for Working with Racially and Ethnically Different Clients*, will take place on Friday, October 23rd. If students attend this workshop and complete an assignment that consists of writing a brief summary of what they learned and how it can be useful in future work as a counselor, then they can take off the Vernon and Clemente (2005) book portion from the above assignment. If the summary is not submitted by the end of the class on Saturday, October 31st then the aforementioned assignment will need to be completed or the student will have points deducted from the above mentioned assignment. Also, please note that this assignment is only accepted in one of your courses for the term.

c. Adolescent/Adult/Couple or Family Interview (75 points): Students will conduct a 1 to 2-hour interview with either an adolescent, adult, couple or family. The student will obtain the participants consent to participate in this class exercise by signing an Informed Consent or an Informed Consent/Assent form. Students should explain to the participant(s) that there will be a brief interview to obtain some basic information. Additionally, let the participant know that he/she/they will be taking brief assessments. For the adolescent or the individual adult, the student will administer a MBTI and a substance screening instrument. For the participants who are a couple the students will administer the Conflict and Five-Love Languages Questionnaire. For family participants they will each be participating in a family sculpting exercise. Family sculpts are a way of facilitating non-verbal communication.

After obtaining each participants consent/assent form the student should conduct a 10-15-minute interview obtaining basic information, and then ask the participant to complete the assessments. For the self-report assessments, the student should score the assessments while with the participant and explain the response resulted after scoring them. Also, explain how the information might be used in a clinical setting. For the family sculpting assignment, the student should offer observations about each families’ arrangement and the comments that family members made related to each person’s placement.

Students should be certain to explain that the test results are only preliminary and can in no way be offered as an interpretation of behavior or emotional state. The students should offer a brief overview as to what information the assessment was designed to obtain. After completing the interview and administering the assessments students will summarize the experience in a 3-5-page paper, that will only be submitted as an assignment. Student’s should include comments related to the psychometric properties of the assessment tool used and the properties impact on the test results and comment on what the experience was like to administer the assessments. Students should keep in mind that what they will be doing with the participants is not, and should not be construed or conveyed to the
participant, as a counseling session. A list of referrals should be offered if participant desires. (CMHC G-4, H-2)

All of the following elements should be included in the interview and the paper:

a) explanation of class assignment and inform participants of students’ status.
b) an informed consent and/or informed consent/assent form signed.
c) brief description of the adolescent/adult/couple or family: age, gender, number of siblings, participants rank among siblings, grade, if in school, occupation if employed, if couple number of years married, if family, number of years married if married or relationship of absent partner in and with family.
d) information shared with participant related to testing results.
e) if necessary referral sources given if desired by participant(s).
f) in the paper only be certain to address the psychometric properties of the assessment used with the participant.

**Due Date: Uploaded to Sakai in the assignment by midnight on November 21st.**

d. **Personality Assessment Report (125 points).** Students will administer a battery of cognitive and personality assessments, including the Mini Mental State Exam (MMSE), Myers-Briggs Type Indicator (MBTI), DISC and House-Tree-Person (H-T-P). Students will score each test, interpret the data, conduct a clinical interview. Additionally, students will receive a Sixteen Personality Factor (16PF) protocol, that was previously administered, and include this information as part of the interpretation of data. Students will write an integrated report that is approximately 8-10 pages in length. Students are to include a discussion of information related to social and cultural factors, as well as ethical considerations in the report, if they apply. Fundamentals of report writing will be discussed in class. Students will include the testing protocols and the consent form along with the final report when it is submitted. If students wish to receive their report back with feedback they can pick them up from Dr. Maclin by December 18, 2015. (CMHC H-2)

**Due Date: Students will submit a hard copy of the report and all tests protocols by December 12th to Dr. Maclin. The data and report should be placed in an envelope with the student’s name. It can be put in Dr. Maclin’s mailbox or it may be dropped off by her office or in the MACC office.**

e. **Exam (150 points)** The proctored exam for *Individual Appraisal* will be due and should be taken by midnight on Friday, December 18th. It will be worth 150 points and will consist of multiple-choice questions from the lectures and each of the textbooks, with the exception of Mulholland (1993). (CMHC G-2)
Attendance
Attendance & Participation (45 pts attendance [15 pts/weekend]; 30 pts participation [10pts/weekend])
Class will meet on the weekends of October 2-3, October 30-31 and December 4-5. Classes on Friday will start immediately after Chapel and meet from 7:00-9:30 pm. Students are strongly encouraged to attend Chapel prior to the start of class. Class will meet on each of the Saturdays from 8:30 am - 4:30 pm. The style and format of this course is essentially that of a senior seminar that anticipates maximum class input and reflective discussion from the student. The student is expected to attend all class sessions and participate fully in the classroom experience.

 Attendance and full participation is expected during all class meetings. The student must notify the professor prior to missing any portion of class. The student will have points deducted for missing any portion of a class AND will also have a make-up assignment that needs to be completed. The professor will give an assignment to the student based upon information that was missed during the class.

Grading of Assignments
Lateness will be penalized 2-points for each day an assignment is late. Excessive or insufficient length will be penalized three points per page over/under limits. Failure to use APA format will be penalized up to one letter grade, depending on the errors. Assistance with correct APA format is available online. Plagiarism is considered a serious academic offense at GCTS.

Points for Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Attendance</td>
<td>45 pts (15 pts/weekend)</td>
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<tr>
<td>Participation</td>
<td>30 pts (10 pts/weekend)</td>
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<td>Reflective/Spiritual Growth Exercise</td>
<td>50 points</td>
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<td>Adolescent/Adult/Couple/Family Interview</td>
<td>75 points</td>
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<td>Assessment Text Readings</td>
<td>100 points</td>
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<td>Personality Assessment Report</td>
<td>125 points</td>
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<td>Quiz</td>
<td>150 points</td>
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<td>Total Possible Points for Assignments</td>
<td>575 points</td>
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Grading Rubric:
Final letter grades will be assigned based on the following distribution:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>564-575</td>
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<tr>
<td>A</td>
<td>541-563</td>
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<td>A-</td>
<td>518-540</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>460-482</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
<td>344 and below</td>
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<td>Dates</td>
<td>Topics</td>
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<td>October 2-3</td>
<td>Course and Class Introduction/Syllabus</td>
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<td>Nature &amp; Use of Psychological Testing</td>
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<td>History of Psychological Testing</td>
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<td>Intake Interview &amp; Report Writing</td>
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<td>Assessments for Interview</td>
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<td>October 24</td>
<td>REFLECTIVE SPIRITUAL GROWTH EXERCISE PAPER</td>
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<td>Oct 30-31</td>
<td>Intelligence Assessments</td>
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<td>Intelligence &amp; Achievement Tests</td>
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<td>Group Tests and Test Bias</td>
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<td>Personality &amp; Projective Techniques</td>
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<td>Substance Screens and Assessments</td>
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<td>Marriage &amp; Family Assessments</td>
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<td>(Family Sculpting)</td>
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<td>Developmental Assessments for Children &amp; Adolescents</td>
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<td>Suicide Assessment</td>
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<td>Diagnosis &amp; Treatment Planning</td>
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<td>November 14</td>
<td>TEXTS READING ASSIGNMENT</td>
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<td>November 21</td>
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<td>December 4-5</td>
<td>ASSESSMENT IN CAREER COUNSELING</td>
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<td>Testing Persons with Disabilities</td>
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<td>Ethical &amp; Legal Issues of Assessments</td>
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<td>Interviewing Diverse and Multicultural Backgrounds</td>
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<td>Interviewing Online &amp; Non-Face-to-Face</td>
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<td>December 19</td>
<td>REFLECTIVE SPIRITUAL GROWTH EXERCISE PAPER</td>
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<td>Final Exam</td>
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Academic Standards/Policy
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Late Work
Grades
The term ends December 19 and faculty have six weeks from the course work due date to submit a final grade. Grades for submitted assignments will be posted within two weeks after submission of the assignment, or if an assignment is due while meeting the assignment will be graded prior to the next class period. Students are expected to check their CAMS student portal
in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Students can also pick up hard copies of assignments from the professor. If hard copy of work is not picked up prior to grades being submitted, approximately 6 weeks after the class ends, the work will be destroyed.

**Virtual Writing Center**
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three prerequisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.
BIBLIOGRAPHY


