Instructor: James Coffield, Ph.D.

Dates: Dec 4, Dec 9 & Jan 28-30 (8a.m.-5p.m.)

Prerequisite: Admission to the MAC program.

Course Description: This course teaches the use and application of tests and measurements in diagnosis and assessment of intrapersonal and interpersonal characteristics and function. Test content, validity, reliability, purpose, limitations, ethics and administration are compared and evaluated. Stress is placed on the interpretation of test results to the client population. *This class meets CACREP requirements for Assessment curriculum as stated in Section 7 of the academic standards of accredited programs.

Format: An experiential component of this class will facilitate the learning. All students will be required to take a battery of assessment tools (listed below), each student will apply their understanding of testing to their own results -- they will give and receive feedback on the data provided by the assessment tools. Additionally, they will be required to show a basic understanding of terms and concepts in the area of assessment. Required testing battery: EQi, MMPI-2, Firo-B, MBTI, DiSC, Prepare/Enrich, Taylor-Johnson.

Objectives: A successful student at the completion of this course will be able to…

- Articulate a philosophy of testing and assessment (this philosophy of testing should include an understanding of historical perspectives concerning the nature and meaning of Assessment –CACREP 7.a,g)
- Become sensitive to the social and ethical implication of testing and to the limits of testing (CACREP 7.f,i)
- Become familiar with and acceptably proficient with test administration and interpretation.(CACREP 7.h.)
- Understand, define and describe basic concepts of testing (such as: reliability, validity, norms, factor analysis; CACREP 7. b,c,d,e)
- Use test results in their own self evaluation and be able to use some limited tests in their own practice. (CACREP 7.h)
- Administer and interpret a testing instrument to clients in clinic under supervision.
- Become trained and certified with the Prepare/Enrich martial counseling and assessment instrument.

Note: each student will also need to schedule a 30 min individual appointment with the instructor (MMPI-2 feedback) and sign-up to take two tests on-line (about 2 hours)
Assignments/Requirements:
1. Reaction and reflection: each student will react to the information given to them from each testing experience; including discussing the appropriate use of the instrument in a counseling practice. (35%)
2. Definition sheet (35%)
3. Take home final (15%)
4. Attendance (15%)
5. Certification and supervised training in the use of Prepare/Enrich

Terms, definitions and outline
texts are on reserve in the library

Test Construction…
Classical test theory
X=T + E
Measurement error / random error
Reliability
Reliability coefficient
Test-retest reliability
Alternative forms (Equivalent, Parallel)
Split half
Inter-rater reliability (inter-scorer, inter-observer)
Factors that affect the reliability coefficient (Test length, range of test scores, guessing)
Interpreting of reliability
  Standard error of measurement
  Confidence interval
Validity
Content validity
Criterion-related validity
Face validity
Factor analysis
Concurrent vs. Predictive validity
True positive
False positive
True negative
False negative
Norm-referenced test
Percentile ranks
Standard scores
Age / grade equivalents
Criterion related interpretations (percentage scores, mastery scores)
Standardized test
Objective vs. subjective tests
Maximum vs. typical performance test
Speed vs. power tests
Actuarial vs. Clinical predictions
Computer assisted assessment
Computer-based test interpretation
Special populations
  Elderly
  Children
  Multicultural assessment
  Conservative Christians
Intelligence testing
  Heredity vs. Environmental influences
  Flynn effect
  Differences in IQ related to race and ethnicity
  Measures of IQ
    Stanford-Binet Intelligence Scale
    Wechsler scales
      WAIS-R – Wechsler Adult Intelligence Scales, Revised
      WISC-III – Wechsler Intelligence Scale for Children
      WPPSI-R – Wechsler Primary & Preschool Scale of Intelligence, Revised

“least restrictive environment”
Culture-fair tests
Ability tests
Achievement tests
Aptitude tests
Measures of personality

Projective tests
  Projective hypothesis
  Rorschach Inkblot test
  Exner scoring system
  Thematic Apperception Test (TAT)
  House, Tree, Person
  Informal projective assessment techniques

MMPI-2 (MMPI-A)
California Psychological Inventory
16 PF – Sixteen Personality Factor Questionnaire
Beck depression Inventory
Million Clinical Multiaxial Inventory
MBTI
Norm-referenced scoring
Criterion-referenced scoring
Reasons for testing
Psychological reports
*CACREP Standards*

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment;
   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, behavioral observations, and computer-managed and computer-assisted methods;
   c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
   d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
   e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
   f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
   g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
   h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
      i. ethical and legal considerations.
Course Objectives Related to MAC Student Learning Outcomes

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<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td><strong>FOUNDATIONS</strong></td>
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<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the</td>
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<tr>
<td>history and philosophy of counseling/soul care, a variety of counseling models and theories,</td>
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<td>ethics and professional standards of practice, and a psychological, biblical and theological</td>
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<td>framework for counseling/soul care.</td>
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<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong></td>
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<td>Able to describe and apply the principles of mental and spiritual health, including prevention,</td>
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<td>intervention, consultation, education, and advocacy, as well as the operation of programs and</td>
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<td>networks that promote mental health in a cultural/global society.</td>
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<td><strong>DIVERSITY AND ADVOCACY</strong></td>
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<td>Understands and demonstrates how living in a cultural/global society affects clients who are</td>
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<td>seeking clinical mental health counseling services, as well as the effects of sin such as</td>
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<td>racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career</td>
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<td>and those of the client.</td>
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<td><strong>ASSESSMENT</strong></td>
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<td>Understands and applies various models and approaches to clinical evaluation and their</td>
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<td>appropriate uses, including diagnostic interviews, mental status examinations, symptom</td>
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<td>inventories, and psychoeducational and personality assessments, and is sensitive to the</td>
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<td>complications of diagnosis and interpretation of formal and informal evaluation.</td>
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<td><strong>RESEARCH AND EVALUATION</strong></td>
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<td>Understands and demonstrates the ability to critically evaluate research relevant to the</td>
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<td>practice of clinical mental health counseling through a biblical worldview.</td>
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<td><strong>DIAGNOSIS</strong></td>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis,</td>
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<td>and the use of current diagnostic tools, such as the current edition of the Diagnostic and</td>
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<td>Statistical Manual of Mental Disorders (DSM), and evaluates them through a biblical and</td>
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<td>theological framework.</td>
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<td><strong>INTEGRATION</strong></td>
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<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
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<td><strong>SANCTIFICATION</strong></td>
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<td>Demonstrates a love for Triune God</td>
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