

# Psychological Testing

## COUN-5315

20/FR Section Temporary 08/24/2020 to 12/17/2020 Modified 06/14/2024

### Meeting Times

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### Contact Information

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Office Hours

### Course Description

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An introduction to psychometrics and psychological testing including the study of test reliability and validity as well as administration and interpretation of results. Terms Offered: Fall, alternating Summers.

#### Requisites

Undergraduate statistics.

### Learner-Centered Outcomes

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Student Learning Outcomes (Course): By the end of this course (COUN 5315) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Demonstrate an understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling (II.F.7.a)	Exam questions
2.	Articulate basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (II.F.7.f)	KPI- Exam questions

3.	Summarize ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (II.F.7.m)	Exam questions; Psychological evaluation
4.	Differentiate various statistical concepts, including reliability and validity in the use of assessments scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II.F.7.g, II.F.7.h)	Exam questions
5.	Identify, assess, conduct, and present results of psychological tests and assessments specific to clinical mental health counseling (II.F.7.e, V.C.1.e)	Exam questions; Psychological evaluation

## Materials

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### Principles and Applications of Assessment in Counseling

**Author:** Whiston, S.

**Publisher:** Brooks/Cole

**Edition:** 5th

**ISBN:** 978-1-305-27148-7

Available online:

[http://students.aiu.edu/submissions/profiles/resources/onlineBook/S4w4G4\\_Principles\\_And\\_Applications\\_Of\\_Assessment\\_In\\_Counseling-\\_4th\\_edition.pdf](http://students.aiu.edu/submissions/profiles/resources/onlineBook/S4w4G4_Principles_And_Applications_Of_Assessment_In_Counseling-_4th_edition.pdf)

## Assignments

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### Requirements for Credit

1) The student will be expected to read the text assigned each week prior to the class in which it will be discussed. Participation in classroom discussions and activities is critical to understanding and application of the material.

2) Four exams will be given over the textbook. The final exam is included in these four exams. You will be provided a practice exam that you can use to look the answers up in the textbook. Then you may use that practice exam to take the real exam online on the day it is scheduled.

3) Each student will **complete all instruments** from the assessments studied in the course. The student will complete, score, and be able to explain how each test would be interpreted in a counseling setting. Some assessments will be given in class and these **CANNOT** be made up outside of class. Learning assignments may be given on each assessment. **See Directions for Write-ups on Assessments.**

4) Seven instruments to be covered are: General Ability Measure for Adults (GAMA), MMPI-2, MCMI-III(4), Taylor Johnson Temperament Analysis, Beck Depression Inventory, SASSI, NEO-PI-3. The student will create a **written report for each assessment using Directions for Write-ups on Assessments.**

NOTE:

- a. All citations in text should be referenced using APA format.
- b. You should use at least one reference per instrument, it can be the instrument itself.
- c. Each student paper must be printed, 12-point font, double-spaced, stapled (no binders!).
- d. **Reports will be submitted in class, or email.**

**5) Psychological Self Evaluation:** First Draft of a Psychological Self-Evaluation based on the psychological tests completed throughout the course. (Use Chapter 7 page 135 - 138 to help guide your work.) See directions for Psychological Self-Evaluation write ups. Be sure to include the Bio-psychosocial-spiritual history as a part of the initial interview section.

**Late assignments will be penalized 5 points per day (including weekends and holidays).**

## Requirements for Credit

Requirements for Credit

Assignment	Weight / Points	Week Due	Details
Biopsychosocialspiritual History	100 pts		
Assessment Administration	300 pts		
Psychological Evaluation	200 pts		
Exams	4 @ 100 pts (400 pts)		
Total	1000 pts		

## Breakdown

1. Each student will be expected to read the text assigned for each week prior to the class meeting in which it is to be discussed.

2. Class attendance and participation in classroom discussions and activities is critical to understanding and application of the material. Blackboard participation (when applicable): Students will read the required resources, respond to instructor questions and dialogue with one another on these topics. The instructor is looking for in-depth, reflective responses to the instructor's question(s) and peer responses.
3. Four exams will be administered during the semester. Each exam will be worth 100 pts. toward the final grade.
4. Each student will complete the following instruments: Beck Depression Inventory (BDI-II), Substance Abuse Subtle Screening Inventory (SASSI), Minnesota Multiphasic Personality Inventory-2 (MMPI-2), General Ability Measure for Adults (GAMA), Taylor-Johnson Trait Analysis (T-JTA), the NEO Personality Inventory-3 (NEO-PI-3), and the Millon Clinical Multiaxial Inventory (MCMI).
5. Each student will complete a biopsychosocialspiritual questionnaire and write up a **biopsychosocialspiritual history**.

Each student will then synthesize the data collected from the biopsychosocialspiritual history and assessments and write a **psychological evaluation**.

## Institutional Policies

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### Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

### Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

### GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

\*\* No grades of D are awarded for graduate courses

## Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

## Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

## Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

## University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

## Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

## Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

## Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

## Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

## Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

## Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations

for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

## Schedule

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All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Session 1	Introduction to the course; Discussion of Chapter 1	Read Chapter 1- Assessment in Counseling, Historical Perspective, Meaning of Assessment in Counseling, Different Types of Assessments  <b>Complete Beck Depression Inventory in class; Complete NEO-PI-3 in class; Collect SASSI information.</b>
Session 2	Discussion of Chapter 2	Read Chapter 2- Basic Assessment Principles- Standardized and non-standardized testing, norm-references and criterion-references assessments; Statistical concepts- measures of central tendency, measures of variability, normal distributions, types of scores, standard scores  <b>Complete SASSI online; Complete GAMA in class.</b>
Session 3	Read Chapter 3	Reliability- correlation coefficients, types of reliability, standard error of measurement
Session 4	Discussion of Chapter 4	<b>Validity, Item Analysis</b>  <b>Beck Depression Inventory Summary due; Complete MMPI-2 in class; Complete online T-JTA.</b>
Session 5	Review	Review Chapters 1-4 of the text; <b>Complete the Practice Review Quiz; Exam #1 and Discussion Board due</b>
Session 6	Discussion of Chapter 8	Read Chapter 8- Assessing Achievement & Aptitude  <b>SASSI Summary due; Complete MCMI in class.</b>
Session 7	No class	<b>NEO-PI-3 Summary due</b>

When	Topic	Notes
Session 8	Discussion of Chapters 5 and 7	Read Chapters 5- Administering, Scoring & Communicating Results, Behavioral Observations  Chapter 7- Intelligence & General Ability Testing  <b>General Ability Measure for Adults (GAMA) Summary due; Biopsychosocialspiritual History (BPSSH) Summary due.</b>
Session 9	Discussion of Chapter 6	Read Chapter 6- Initial Assessment in Counseling  T-JTA summary due.
Session 10	Discussion of Chapters 9 & 10	Read Chapters 9- Assessment in Career Counseling  Chapter 10- Appraisal of Personality- informal assessment techniques  <b>Exam #2 due</b>
Session 11	Discussion of Chapter 11	Read Chapter 11- Assessment in Marriage and Family
Session 12	Discussion of Chapters 12 & 13	Read Chapters 12- Assessment and Diagnosis- using the DSM 5 Chapter 13- Using Assessment in Counseling  <b>Minnesota Multiphasic Personality Inventory 2 (MMPI-2) Summary due.</b>
Session 13	Discussion of Chapter 14	Read Chapter 14- Ethical and Legal Issues in Assessment  <b>Psychological Evaluation due: Exam #3 due</b>
Break	No class	
Session 14	Discussion of Chapters 15 & 16	Read Chapters 15- Issues in Testing with Diverse Populations- culturally relevant strategies  Chapter 16- Technological Applications and Future Trends  <b>Millon Clinical Multiaxial Inventory (MCMI IV) Reflection due.</b>
Session 15	Review and finishing up	No assignments due.
Session 16	Final Exam	<b>Final Exam (Chapters 13-16).</b>