



PCC 861

Introduction to Psychological Testing, Measurement, and Assessment

Tuesdays, 2:30 p.m. - 5:30 p.m.
Rev. Dr. AHyun Lee, Ph.D., LPC
ahyun.lee@garrett.edu

Course Description

The primary objective of this course is to provide an understanding of the role of individual and group approaches to assessment and evaluation and its role in diagnosis, clinical intervention, and treatment planning. This course will cover assessment of the various attributes of a person through standardized tests. The course will also include an overview of statistical procedures relevant to test standardization and interpretation. Students will gain first-hand exposure to specific tests and learn to read and evaluate such instruments.

Student Learning Outcomes

After successfully completing this course, students will be able:

1. To learn fundamental principles, generalizations, and theories about psychological testing, assessments, provision of feedback, and understand the basic concepts of standardized and non-standardized testing and other assessment techniques.
2. To develop specific skills to understand the basic statistical concepts of measurement and evaluation and be aware of the ethical strategies and multi-cultural factors associated with selecting, administering, scoring and interpreting assessment, and evaluation instruments and techniques in counseling situations.
3. To cultivate an ability to assimilate client data collected from various sources into a comprehensive psychosocial assessment and treatment plan, and clearly communicate this information to clients and collaborating professionals.

Required Textbooks

- American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: American Counseling Association. [www.counseling.org]
<https://www.counseling.org/knowledge-center/ethics#2014code>
- Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 978-0-357-76442-8 – **Chapter 10**, (available in PDF via Moodle)
- *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision (DSM-5-TR™) American Psychiatric Association, 2022. ISBN 978-0-89042-576-3 - https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9981906320402441

- Neukrug, E. S., & E. C. Fawcett. (2015). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists* (3rd edition). Belmont, CA: Wadsworth Publishing. ISBN: 978-1-285-45424-5.
- Polanski, P. J., & J. S. Hinkle. (2000). "The Mental Status Examination: Its Use by Professional Counselors." In *Journal of Counseling & Development*, no. 78. Pp. 357-364. (available in PDF via Moodle)

Recommended Articles

- American Psychological Association. (2001). "APA's Guidelines for Test User Qualifications: An Executive Summary." *American Psychologist*, Vol 56, No. 12, Pp. 1099-1113.
- Dana, R. H. (2008). "Clinical Diagnosis in Multicultural Populations." In L. A. Suzuki, J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* San Francisco, CA US: Jossey-Bass. Pp. 107-131.
- Jones, R. S. (2019). *Spirit In Session: Working with Your Client's Spirituality (and Your Own) in Psychotherapy*. West Conshohocken, PA: Templeton Press.
- Rivera, L. M. (2008). "Acculturation and Multicultural Assessment: Issues, Trends, and Practice." In L. A. Suzuki, J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications*. San Francisco, CA: Jossey-Bass. Pp. 73-91.

Additional Resources:

- Shea, S. C. (1998). *Psychiatric Interviewing, the Art of Understanding: A Practical Guide for Psychiatrists, Psychologists, Counselors, Social Workers, Nurses, and Other Mental Health Professionals* (2nd ed). Philadelphia, PA: W.B. Saunders Co.

Website Resources:

- American Counseling Association Ethical Codes: <https://www.counseling.org/knowledge-center/ethics#2014code>
- American Psychological Association Testing & Assessment www.apa.org/science/testing.html
- Association for Assessment and Research in Counseling and Education: <https://aarc-counseling.org/resources/> <https://aarc-counseling.org/resources/>
- Buros Mental Measurements site <https://buros.org/resources> ([Categories](#) | [Test Reviews](#) | [Buros Online Shop](#) | [UNL Marketplace](#))
- National Center for Fair and Open Testing www.fairtest.org

Course requirements

- Attendance and Participation: This is a core course in the Pastoral Counseling Curriculum. Regular attendance and participation is expected. Our class interactions will focus on reflection, analysis, and clinical practical implication of the course text for psychological testing, measurement, and assessment. The activities and readings are designed to help you understand and integrate the material from the course into your on-

going formation as pastoral counselors. Hence, your active participation through your questions and insights will help enhance communal learning. Lack of engagement within the class from any of us will impoverish all of us.

- Clinical Learning Team Projects:
 - Clinical Learning Team Commitment: In-class student group will be developed throughout the semester to practice the role of a clinical case study team. The purpose of each Clinical Learning Team is to rethink a collaborative, effective, and person-centered pastoral care system. Each student Clinical Learning Team will develop values, principles and objectives. Students are encouraged and expected to interact with all classmates in a respectful and professional manner.
 - Mental Status Exam assignment: Students should read the article by P. J. Polanski & J. S. Hinkle (2000), “The Mental Status Examination: Its Use by Professional Counselors,” found in the *Journal of Counseling & Development*, no. 78, on pages 357-364. Based on the article, each student will search the internet for various forms of Mental Status Exams (MSE).
 - MSE Assessment Report : Students will watch a counseling video and work with their Clinical Learning Team to discuss MSE assessment in relation to the counseling video. Each student will write an individual MSE assessment report based on your Clinical Learning Team’s discussion. The form and example of MSE will be provided.
 - Assessment Administrations: Each student is expected to engage with the written assignments and the Assessment Administrations through role-playing with their *Clinical Learning Team*. Students will do this assignment twice during the semester. For each assignment, students will administer 1) a biopsychosocial assessment (SID) and 2) a psychodynamic assessment to a volunteer/classmate. Students will score, summarize, and interpret the assessment. The Administration will include one semi-structured interview (Biopsychosocial assessment) and psychodynamic assessment. See “*Assessment Administration*” guidelines for details.
- In-Class Presentation: Students are to provide a 20-minute presentation on one of the chapters in Neukrug & Fawcett
- Psychological Test Critique Paper:
 - The purpose of this assignment is to give you experience in evaluating assessment instruments. At the beginning of the semester, you will select a psychological test to critique. You will conduct research on your selected test to find answers to the questions in the guidelines. In preparing for this review students are expected to review resources such as the catalog selling the instrument, the testing manual,(if possible) and Buros’ Mental Measurements Yearbook (see Websites above). You will write a synopsis of your test instrument, its purpose and population, along with a review of how you would use it in your clinical practice.

- This paper aims to help you practice integrating course knowledge with critical thinking skills in evaluating tests, and communicating your findings in a clear, logical, written format. For this purpose, you will individually complete one written evaluation of a psychological test of your choice. The test must be published and still in use. Your paper will describe the psychology construct that you are interested and may include a brief historical overview of the construct. Your paper will also include a critical evaluation of existing instruments used to measure the construct, and a detailed description of the test you choose (item generation, basis for item selection, studies to evaluate reliability and validity, etc.). Be sure to discuss any merits, issues, or problems with the test in actual research.

Criteria for Evaluation

Your grade will be determined by the following criteria:

Class Participation	10%	10 points	A 93-100	C+ 77 - 79.99
Clinical Learning Team Activity Participation	10%	10 points	A- 90 - 92.99	C 73 - 76.99
MSE Assessment, SCID and Psychodynamic Assessment Reports	30%	30 points (10 points each)	B+ 87 - 89.99	C- 70 - 72.99
Presentation	20%	20 points	B 83 - 86.99	D+ 67 - 69.99
Psychological Test Critique Paper	30%	30 points	B- 80 - 82.99	D 60 - 66.99
Total Points	100%	100 points	Pass 60-100	Fail 0 - 59.99

Technology Notes

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to access course materials as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage

such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

Course Information

- **Syllabus Flexibility Clause:** This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.
- **Course Relation to the Curriculum:** This is a required core course for many states licensing boards, including the Illinois LPC Board.

Course Policies: The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** see the 2020-2021 Handbook, pages 12, 76-82. All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2019-2020 Handbook, page 84)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Course Policies

- **Inclusivity/Diversity**
The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.
- **Attendance and Tardiness**
Attendance is required and essential for understanding and processing the material. If you miss more than 2 classes without an emergency or discussing it with the professor beforehand, it is likely that you will fail the course.
- **Completing Assignments and Late Assignments**
Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the current pandemic we all are facing, please let us know as soon as possible if you need extra time to complete assignments for the course.

- **Incomplete Policy**
All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.
- **Course Announcements**
Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.
- **Confidentiality**
We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.