

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. PD686_____

Title of Course: Psychological Assessment and Testing_____

Date: August 1, 2015

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): Training in fundamentals of psychological assessment and testing procedures, such as history taking, administration of scales, and ethics of report writing and feedback. (2)

II. Co- or Prerequisite(s): Prerequisite PD681

III. Purposes or Objectives of the Course (optional):

- 1) Understand the components of clinical interviews used to gather information.
- 2) Understand how to use verbal and psychometric methods of gathering information.
- 3) Understand physical environments necessary for testing, and how to prepare clients for testing procedures.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe psychological, social, ethical, and legal dynamics of assessment processes.
- 2) The student will describe the scoring process for several commonly-used assessment tests.
- 3) The student will write an appropriate clinical report based on results of an assessment instrument.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

COURSE TITLE	Introduction to Psychological Assessment and Testing ¹
CODING	PSY 686
CREDIT HOURS	2 credits
CONTACT HOURS	30
PREREQUISITE	PSY 681, PSY 682
PROFESSOR	
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

GENERAL OBJECTIVE

The clinical psychology student will be trained in the fundamentals of psychological assessment and testing procedures like being able to design the physical environment for assessment and testing activities, learn how to prepare clients for these procedures and how to elicit the type of information needed to design a consultation process. Therefore, the course will address the development of skills in history taking, administration of scales and questionnaires and on the dynamics and ethics of report writing and providing feedback on results.

SPECIFIC OBJECTIVES

By the end of the course the student will be able to:

1. Master all components of the interview related to information gathering: presenting problem, histories, etc.
2. Design an assessment process that includes verbal and psychometric methods of obtaining information.
3. Select and administer commonly utilized scales, inventories and observation instruments for children and adults.
4. Interpret and report findings obtained through psychometric techniques.
5. Understand of the psychological, social, ethical and legal dynamics of assessment processes.
6. Administer, score and interpret different assessment instruments such as: Child Behavior Check List, Bauermeister IDC-E, Beck Depression Inventory, Beck Anxiety Scale, Eyberg Child Behavior Inventory, Behavioral Assessment Scale for Children, Parent Practices Inventory, Family Experiences Scale, SCL-90-R.
7. To gain knowledge of assessing culturally diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation on test performance.
8. Guide all clinical endeavors by the ethical standards of APA.

COURSE OUTLINE

Unit 1: (Sattler 2008, Chapter 1; Sattler 2006, Chapter 5, 6 and 7)

Session I: Introduction to Psychological Assessment

- A. The role of assessment in clinical practice
- B. The process of eliciting information through verbal techniques
- C. Steps and procedures in the assessment process
- D. The utilization of psychometric techniques to obtain information

¹ Desarrollado originalmente por la Dra. Leída Matías. Adaptado por las doctoras Mary Rodríguez y Mary Moreno.

Session II:

- A. Eliciting the Presenting Problem and the History of the Present Condition/Illness
- B. Obtaining historical information from the client or the clients.
- C. Eliciting all components of the history
 - 1. The developmental history in hypothesis formulation and in psychometric testing
 - 2. The academic history in children and the work history in adults
 - 3. Health, social, migration and life history

Unit 2: (Sattler 2006, Chapter 8 and 9)

Session III

- A. Observational procedures and base line determination instruments

Unit 3 (Sattler 2008, Chapter 19)

Session IV

- A. Writing a report based upon information obtained through interview and through observational scales and procedures

- B. Techniques utilized to organize information obtained through interviews and through observational scales and procedures
- C. Organization of the information for report writing

Unit 4 (Manuals of the different scales and lectures by professor)

Session V

- A. Introduction to inventories and self-rating scales
 - 1. Psychometric properties
 - 2. Administration procedures
- B. Scales and inventories designed and standardized in Puerto Rico
 - 1. Bauermeister's IDC-E ("Inventario de Comportamiento Escuela")
 - a. Pre-school version
 - b. School version

Session VI

- A. Examination (Sattler 2008, Chapter 1 & 19; Sattler 2006, Chapter 5, 6, 7, 8 & 9)

Session VII

- A. Scales and inventories designed and standardized in Puerto Rico (cont.)
 - 1. Parenting Practices Inventory
 - 2. Family Experiences Scale
- B. Scales and inventories translated to Spanish
 - 1. Child Behavior Checklist (CBCL)
 - 2. Eyberg Child Behavior Inventory

Session VIII

- A. Scales and inventories translated into Spanish (cont.)
 - 1. Behavioral Assessment Scale for Children
 - 2. Sentence completion test for children

Session IX:

- A. Interpretation of the children's scales and report writing
 - 1. Content and format of the report
 - 2. Interpretation and integration of findings

Session X:

- A. Scales and inventories translated into Spanish for adults
 - 1. Beck Depression Inventory Revised,
 - 2. Symptom Checklist Inventory – 90
 - 3. Beck Anxiety Inventory

4. Sentence completion test for adults

Session XI:

- A. Interpretation of the adult's scales and report writing
 - 1. Content and format of the report
 - 2. Interpretation and integration of findings

Session XII

- A. Reporting findings through verbal feedback and through written reports
 - 1. Dynamics of feedback to clients
 - 2. Dynamics of feedback to parents of children

Session XIII

- A. Presentation of cases by students

Session XIV

- A. Presentation of cases by students

Session XV

- A. Presentation of cases by students

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

Child Assessment:

A. One (1) administrations and scoring of each of the following assessment scales and inventories (15% of grade)

1. Bauermeister's IDC-E ("Inventario de Comportamiento Escuela")
2. Parenting Practices Inventory
3. Family Experiences Inventory
4. Child Behavior Checklist (CBCL)
5. Eyberg Child Behavior Inventory
6. Behavioral Assessment Scale for Children
7. Sentence Completion Test

B. One (1) report including assessment scales, observations and the integration of the findings with a case provided by the professor (15% of the grade)

Adult Assessment:

C. One (1) administrations and scoring of each of the following assessment scales and inventories (10% of grade)

1. Symptom Checklist-90- Revised (SCL-90-R)
2. Beck Anxiety Inventory (BAI)
3. Beck Depression Inventory (BDI-II)
4. Sentence Completion Test

D. One (1) report including assessment scales, observations and the integration of the findings with a case provided by the professor (15% of the grade)

Other criteria:

E. Case presentation (10% of the grade)

F. Examination (25% of the grade)

G. Attendance, punctuality, assignments, class work and class participation (10% of the grade)

TEACHING STRATEGIES AND ACTIVITIES

1. Lectures
2. Presentation of tests administration techniques by professor
3. Case presentation by professor
4. Practice of techniques and tests administered by students
5. Case presentation by students
6. Students will practice assessment techniques and tests presented in class

RESOURCES

1. The instruments to be taught in classes will be available to the students.
2. Audiovisual equipment for formal presentations

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOKS

Sattler J. (2008). *Assessment of Children: Cognitive Foundations*. Fifth Edition, Jerome Sattler Publisher, Inc.: San Diego.

Sattler J. (2006). *Assessment of Children: Behavioral, Social and Clinical Foundations*. Fifth Edition, Jerome Sattler Publisher, Inc.: San Diego.

BIBLIOGRAPHY

Bauermeister, J.J., Salas, C.C., Matos, M., Reina, G., Avila, D., Martínez, J. & Bernal, G. (1996) *Measures of parenting practices and stress in Hispanic families: The Parent Practices Inventor and Family Experiences Scale*. Poster session C.H.A.D.D. Eight Annual Conference on Attention Deficits Disorders, Nov. 14-17 Chicago Illinois.

Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). New York, NY: Wiley & Sons.

Herrans, L. (2000). *Psicología y Medición: El Desarrollo de Pruebas Psicológicas en Puerto Rico*. McGraw Hill, Méjico.

Lichtenberger, E., Mather, N., Kaufman, N. & Kaufman, A. (2004). *Essentials of Assessment Report*. Writing John Wiley & Sons, Inc. New Jersey.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.