



**MAC801A PSYCHOLOGICAL ASSESSMENT
APRIL 15 – MAY 20, ONLINE, 2 CREDIT HOURS
SPRING 2019**

Last revised: 1/7/19

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

INSTRUCTOR

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Office Hours: E-mail for appointments

Appointments can be made by phone, voice mail or e-mail. You are assured of a response within 72 hours.

Messages received after 5:00PM on Fridays will be retrieved the following Monday and answered within 72 hours of that time.

COURSE DESCRIPTION

This course gives you theoretical and practical training in clinical assessment as a mental health professional. You will be introduced to the science and art of assessing and reporting client functioning (interviewing, testing, interpretation, and writing). The course will pay attention to proper ethical and cultural aspects of assessment. **2 semester credit hours.**

HYBRID COURSE FORMAT

This hybrid course delivers instruction in two modes, live web conference and asynchronous learning via the E-campus course site. Students are required to participate in all of the instructional sessions as noted in this syllabus. Outside-of-class instruction is required and not considered part of the course's homework hours. The delivery of the outside-of-class instruction varies. Online instructional sessions include recorded lectures, narrated slide presentations, instruction-guided discussion boards, and instructor-moderated collaborative assignments. Other types of instructional sessions include text-based lectures with study questions and/or teleconferencing. Each week online instruction will include synchronous ("real time") via web conferencing software such as Zoom. All required instructional sessions are described in this syllabus.

DATES AND TIMES

This class begins on *April 15, 2019* and concludes on *May 20, 2019*. Weeks are counted from Monday to Sunday evening. During the class, students will be required to join a weekly Zoom video/audio conference from **7:30PM until 8:30PM** on the dates specified in this syllabus. Exceptions to required attendance must be made with the professor in advance. In addition, students are required to make discussion forum posts and responses each week by specific due dates. **Students should login to the course site prior to the first class or promptly once the class begins.**

ONLINE PARTICIPATION STANDARDS IN HYBRID COURSES

Attendance in this hybrid course constitutes both 1) virtually attending class and 2) logging in to the course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.



Students should log in regularly, especially when participating in discussion boards or collaborative assignments.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for **three or more days** during a discussion forum activity or required web conference should email the professor in **advance of the absence (see Attendance Policy and Grades in this syllabus)**. Students should practice netiquette at all times – in email and in discussion forums. Please review the netiquette and discussion forum guidelines in this syllabus.

PERSONAL NOTE FROM THE PROFESSOR

This course will introduce you to basic assessment and interpretive procedures using a culturally-centered and trauma-informed perspective in communication with spirituality. I hope that this course will also help you increase an ability to incorporate assessment results into a case conceptualization and treatment planning with your clients in clinical practice. I also hope that you can be exposed to a wide variety of assessment instruments available to you in your clinical practice. Each week you will have some degree of hands-on experience with varying categories of assessment tools including career, achievement, personality, wellness, and crisis assessment instruments.

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
1. Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.	1. Be able to administer, score, interpret, and report the results of an assessment protocol. 2. Be able to discuss and critique the scientific basis for reliable, valid, culturally-sensitive, and ethical clinical assessment.
2. Students will cultivate wisdom and skill in interpersonal relationships, conflict management, and living in community.	3. Be able to administer, score, interpret, and report the results of an assessment protocol. 4. Be able to discuss and critique the scientific basis for reliable, valid, culturally-sensitive, and ethical clinical assessment.
3. Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.	5. Be able to administer, score, interpret, and report the results of an assessment protocol. 6. Be able to discuss and critique the scientific basis for reliable, valid, culturally-sensitive, and ethical clinical assessment.

COURSE INSTRUCTIONAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures or web conferences to collaborative work or discussions based on readings.



INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
1. Videotaped lectures/PowerPoint slides and other faculty guided texts	1-6	Integrated w/Assessment below	12
2. Faculty-led Online Discussion Posts and Collaborative Work	1-6	See below – Assessment and Homework Hours	6
3. Weekly Zoom Web Conference	1-6	See below – Assessment and Homework Hours	6
Total (12 hours per credit @ 2-credits)			24 hours
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.			
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.			

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

Attendance Policy and Grades

As mentioned earlier (Online Participation Standards, p.1), students are expected to login to the course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, email the instructor and group members (if applicable) in advance – at least 24-hour prior notice. Nevertheless, your grade may be lowered for absences at the discretion of the instructor. **Students missing more than 2 in-person Zoom classes in this course will need to submit a written request to the MAC committee in order to be permitted to continue in the course.**

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Mission Seminary’s website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Late Submission

Late submission of class assignments without prior permission granted 24 hours prior to the designated due date for each submission will take 50% of the total credit per each class assignment. This instructor’s personal policy will be strictly applied to this course.

Technology

This course will utilize technology to its fullest advantage. Students will be REQUIRED to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. Students should also possess the following: (a) Computer that meets the minimum technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes will be placed on E-Campus as well as sent to your email address.



Respect for Diversity

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission, and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Biblical Theological Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The Seminary has a responsibility for maintaining academic integrity to protect the quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one's own a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one's own without citing the



source, such as the use of purchased research papers; taking and presenting another's ideas as one's own (including cutting and pasting information directly from internet websites).

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. Homework is course work in addition to the instructional hours listed above.

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS	DUE DATE BY 11:59PM
Readings (18 hours) and Videos (12 hours)	1-6	30%	30**	Various
Client Assessment Report	1-6	30%	22	
Instrument Fact Sheet	1-6	20%	4	
Attendance and Participation (Zoom and Forums)	1-6	20%	15 CT	
Total estimated time on homework		100%	59 hours for 2 credit course	
*Final exams are not calculated as part of the course hours, per the education code of Pennsylvania. CT= Class time. **Class videos are not counted as homework time but class time.				
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work.				

REQUIRED READING AND MATERIALS

Note. Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

COURSE TEXTBOOK(S)

¹Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment Procedures for Counselors and Helping Professionals* (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

*A link to the book on https://www.amazon.com/Assessment-Procedures-Counselors-Professionals-Counselling/dp/013285063X/ref=sr_1_1?s=books&ie=UTF8&qid=1543264473&sr=1-1&keywords=Assessment+Procedures+for+Counselors+and+Helping+Professionals

²Cashwell, C. S., & Young, J. S. (2014). *Integrating Spirituality and Religion into Counseling: A Guide to Competent Practice* (2nd ed.). Alexandria, VA: American Counseling Association.

Note. In particular, the chapter 7 in the aforementioned book covers content in assessing spiritual and religious domain.

JOURNAL ARTICLES

¹Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). (2018). Competencies for addressing spiritual and religious issues in counseling. Available at http://www.aservic.org/wp-content/uploads/2017/02/ASERVIC-Spiritual-Competencies_FINAL.pdf



²Griffith, B., & Griggs, J. (2001). Religious identity status as a model to understand, assess, and interact with client spirituality. *Counseling and Values*, 46, 14-25.

³Purdy, M., & Duprey, P. (2005). Holistic flow of model of spiritual wellness. *Counseling and Values*, 49, 95-106.

⁴Myers, J. E., & Sweeney, T. J. (2004). The Indivisible Self: An Evidence-Based Model of Wellness. *Journal of Individual Psychology*, 60(3), 234-245.

⁵Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86, 482-493.

Note. Additional readings will be distributed in class and/or available on the course Blackboard site.

RECOMMENDED MATERIALS

NOTE. Students are NOT expected to purchase any material listed under this section unless they wish to do so.

¹Gladding (2018). *The Counseling Dictionary*. Alexandria, VA: The American Counseling Association.

²The American Counseling Association. (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

³Jackson-Cherry, L.R. & Erford, B.T. (2014). *Crisis Assessment, Intervention, and Prevention* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

⁴Hays, D (2017). *Assessment in Counseling: Procedures and Practices* (6th ed.). Alexandria, VA: American Counseling Association.

COURSE PROCEDURES AND REQUIREMENTS

Credit Course Assignments – Important Things to Know

1. Out of class assignments, such as lectures, collaborative work, or discussion forums, are designed to be bridges between classroom sessions. Sometimes the emphasis of the out of class assignments will be on extending the learning from the previous class. Other times, the emphasis will be on preparing for the next classroom sessions, or both.
2. Since out of class assignments are intended to be a bridge, it is important to complete the assignment between classroom sessions and to intentionally make the connection with previous or upcoming classroom sessions. The assignment description should help students achieve this.
3. Other course work, such as papers, projects, and exams, relate to and flow from classroom sessions, but are sometimes not referenced in the classroom sessions, unlike the out of class assignments.

ASSIGNMENT DESCRIPTIONS AND GRADING

1. Readings/Lectures (30 points)

Upper level graduate courses are designed for the motivated student. Required video lectures and readings are expected to be completed by due dates in order to facilitate class discussion and interaction with the material. At the end of the course, you will be asked what percentage of the course materials were completed on-time.

2. Instrument Fact Sheet (20 points)

Guidelines: Students will be assigned an assessment category (e.g., achievement, aptitude, personality, or career-related [vocational interests] etc.) and will locate an instrument. You may not duplicate instruments with anyone else in the class. In order to avoid duplication of instruments, you will post your instrument selection to E-Campus and verify that it has not already been selected by a classmate.



Note. For your review of your instrument, you will need to review critiques/evaluations of the instrument. The library may not subscribe to the electronic version of *Mental Measurements Yearbook Tests in Print*, but you may find the latest hardcopy volume at the library at Missio Seminary.

You will research the instrument and develop a fact sheet (no more than two sides of a one-page, single-spaced) to be shared with your peers.

The fact sheet should include the following information:

- 1) Title of test
- 2) Author(s)
- 3) Publisher
- 4) Date of publication
- 5) Purpose of test or measure
- 6) Grade or age levels covered
- 7) a) How are the scores reported? b) What kind of scores does the instrument yield?
- 8) How long does it take to administer?
- 9) How much does it cost to purchase and administer?
- 10) What evidence is provided for validity (e.g., how is the information presented, is it sufficient to make a decision whether or not to use, etc.)?
- 11) What evidence is provided for reliability? (e.g., how is the information presented, is it sufficient to make a decision whether or not to use, etc.)?
- 12) What kind of norms are available? What is the make-up of the norming group?
- 13) Is this test standardized or non-standardized?
- 14) Is the test appropriate for multicultural populations? (not just race, but all types of multicultural populations). What evidence is provided (or not provided) upon which to make this decision?
- 15) What special competencies does the administrator need to administer, score, and interpret this test, based on the author(s) recommendations?
- 16) Would this be a test you might consider using in the future? Why or why not?
- 17) Are there any social, legal, and/or ethical implications for testing?

Finally, your fact sheet should include a brief summary (bullet point format is acceptable) of *your evaluation of the advantages and disadvantages of this instrument*.

Submission: Please submit an electronic copy of the fact sheet via E-campus by the due date and time.

Note. You may have difficulty locating some of the above information;
in that case, you should consult with your instructor at least a week before the deadline for this assignment to discuss alternatives.

3. Client Assessment Report (30 points)

Guidelines: In this assignment you will interview and observe a client -- each student will be assigned a classmate to role-play the client --, administer a written instrument, interpret the results of the interaction, develop recommendations based on this assessment, and write a report.

Your final report should be no longer than 5 pages (except cover and references pages) in length and should include information in the following areas:

*presenting problem(s),
precipitating events/factors,
background information,
overall assessment, and
your recommendations for the client*

Your grade will be based on:

- 1) your report writing style and abilities,



- 2) the accuracy and thoroughness of your assessment,
- 3) your interpretation abilities, and
- 4) the depth and practicality of your recommendations.

Note. Provide signed informed consent forms and completed instrumentation via E-campus on the relevant due date.

Submission: Post your assessment report via E-Campus due by the designated date and time.

Rubric for Evaluating the Clinical Assessment Report

	Novice	Approaching Competency	Competent	Proficient
Demonstrates your clear and academic writing style and abilities	2	3	4	5
Demonstrates the accuracy and thoroughness of your clinical assessment	4	6	8	10
Demonstrates your interpretation abilities	4	6	8	10
Demonstrates the depth and practicality of your recommendations for the client	2	3	4	5

4. **Attendance and Participation (20 points).** Each week there will be (a) a synchronous 1-hour live Zoom video conference and (b) an asynchronous discussion forum. Students are expected to attend and participate in each conference and post an original post and a response to another student by the dates specified in the syllabus.

Note. For those who are unable to attend the live web conference, permission to miss the class **MUST** be granted at least 24 hours prior to the designated class time.

- Earning of Participation Points:
 - i. Participation points CANNOT be earned if a student is not attending the Zoom video conference session.
 1. There are 6 Zoom conference sessions scheduled (participation will be counted separately). Each session is worth 3.33 points:
 - a. If the professor is notified 24-hour prior to the class time of an absence, the student will be given 1.667 of the 3.333 points for that class, the other 1.666 points cannot be earned for Participation.

Note. If a student is absent from **more than one class meeting**, regardless of the reason, she/he will have a **half letter grade deduction** from the final grade otherwise earned (i.e., from an A to an A-). If a student is aware that he/she must miss class, he/she should contact the instructor 24 hours prior to the scheduled class time.

Grading Rubric:

Below are the course deliverables and point allocation for each deliverable:

Attendance and Participation	20 points
Instrument Fact Sheet	20 points
Client Assessment Report	30 points
Reading and Videos	30 points
Total:	100 points

A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	



C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

Course Schedule

Note. Syllabus changes are at the discretion of the professor.

Date	Online Asynchronous Sessions	Online Synchronous Zoom Sessions
Week 1: 4/15/19 – 4/21/19	Topic 1: - Welcome / Introductions - Review Syllabus - Read ACA <i>Code of Ethics</i> – Section E: Evaluation, Assessment, and Interpretation Required Readings: Chapter 1 Topic 2: - Assessment Issues with Diverse Populations - Ethical and Legal Issues in Assessment Required Readings: Chapters 15 & 17	Date: 4/15/19 (Monday)
During the week		
Assignment due:	N/A	
Week 2: 4/22/19 – 4/28/19	Topic 3: - Methods & Sources of Assessment Information - Statistical Concepts for Assessment Required Readings: Chapters 2 & 3 Topic 4: Understanding Assessment Scores; Reliability Required Readings: Chapters 4 & 5 Topic 5: Understanding Assessment Scores; Validity Required Readings: Chapters 4 & 6	Date: 4/22/19 (Monday)
During the week		
Assignment due:	N/A	
Week 3: 4/29/19 – 5/5/19	Topic 6: - Selecting, Administering, Scoring and Interpreting Assessment Results - Communicating Assessment Results	Date: 4/29/19 (Monday)



	Required Readings: Chapters 7 & 16	
During the week		
Assignment due:	N/A	
Week 4: 5/6/19 – 5/12/19	Topic 7: - Assessment of Intelligence and General Ability - Assessment of Aptitude Required Readings: Chapters 8 & 10 Topic 8: Assessment of Achievement Required Readings: Chapter 9	Date: 5/6/19 (Monday)
During the week		
Assignment due:	Client Assessment Report due by 5/12/19 11:59PM	
Week 5: 5/13/19 – 5/19/19	Topic 9: Career and Employment Assessment Required Readings: Chapter 11 Topic 10: Personality Assessment Required Readings: Chapter 12 Topic 11: Clinical Assessment Required Readings: - Chapter 13 - Journal article #2 on the list of required reading materials on this syllabus	Date: 5/13/19 (Monday)
During the week		
Assignment due:	Instrument Fact Sheet due by 5/19/2018 11:59PM	
Week 6: 5/20/2019	Topic: Wellness Assessment Required Reading: Journal articles #3, #4, and #5 on the list of required reading materials on this syllabus	Date: 5/20/19 (Monday)
During the week		
Assignment due:	N/A	

****Online modules will be available on Mondays by 9:00AM. You will have until each Saturday of the weeks from 4/15/19 to 5/20/19 at 11:59PM (EST) to complete your weekly online module requirements and discussion board forum posts.**