

WESTERN SEMINARY SACRAMENTO

Marriage & Family Assessment

CNS 515M : 2 credit hours

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Syllabus – Summer 2010

COURSE SCHEDULE

June 18, July 16 (6:00 P.M. to 9:55 P.M.) Friday evenings

June 19, July 17 (9:00 A.M. to 5:00 P.M.) Saturdays

Plus 6 hours of group project meetings

Room 601

COURSE DESCRIPTION

CNS 515M – Marriage and Family Assessment. This course covers an introduction to testing instruments available for marital and family therapy that provides the counselor with quantitative and diagnostic information for appropriate interventions.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry. (CNS 506, DBS 506, SFS 501, SFS 502, SFS 503, SFS 504, THS 501, THS 502, THS 503, overarching)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (CNS 508, CNS 509, DBS 506, THS 501, THS 502, THS 503; CNS 513, Practicum, overarching).

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence. (CNS 501, CNS 502, CNS 514, Practicum, overarching)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

KNOW at an introductory level assessment measures available to mental health practitioners. (CNS 515, CNS 525, MFM 500)

- be sensitive to ethics related to testing and interpretation of results; (CNS 515)

COURSE OBJECTIVES

1. Students to understand the basic ethical and legal issues related to the administration and interpretation of psychological assessment.
2. Students to gain a basic understanding of test selection principles including test construction, validity, and reliability.
3. Students to develop an awareness of the most commonly used instruments used in psychological assessment in the United States. This awareness to included an understanding of the common uses of the instruments as well as their assets and limitations. This includes instruments used for assessment of intelligence, achievement, personality, marriage, and other psychodiagnostic issues.
4. Students to develop a familiarity with the psychological report and its implementation into clinical practice.

TEXTBOOKS

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required

- Gregory, Robert J. (2006) *Psychological Testing: History, Principles, and Applications* (5th Edition). Allyn & Bacon. ISBN-13: 978-0205468829

Recommended

- Dorfman, William and Hersen, Michel. (2001). *Understanding Psychological Assessment.*, Plenum Publishers.
- Groth-Marnet, Gary. (2003). *Handbook of Psychological Assessment* (4th Edition). Hoboken, New Jersey: John Wiley and Sons ISBN: 0-471-41979-6.
- Whiston, S.C. (2004). *Principles and Applications of Assessment in Counseling* (2nd Ed.), Belmont, CA, Wadsworth.

COURSE REQUIREMENTS

Reading:

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done at a mastery level (about 20 pages per hour) that assumes knowledge of the material assigned.

Assignments:

Intake Assessment: Students will construct an intake assessment history form and conduct an individual, couple or family intake history. This will include a Mental Status Examination and a Psychosocial History. This is due July 16.

Group Project: Students will participate in a group project to develop an assessment instrument resource manual. The end product is intended to be used by students later in their counseling practices. The manual to include:

- 1) Diagnostic clusters and instruments used in each area.
- 2) Review of major instruments (Minimum of 5 instruments per student). Include instrument description, its major uses, a brief validity/reliability statement, and the qualification level required for administration and interpretation of the instrument.
- 3) Brief glossary of common assessment terms.

Completed product may be in hard copy or as a digital notebook (i.e. OneNote, Notebook, etc.). This is due on the last day of the semester (August 13).

Case Assessment Report: Students will prepare a written case assessment report using pertinent intake history, mental status examination, and any assessment instruments included (discuss instruments used with instructor). Paper will be 1-2 pages, single spaced. Focus to be on HIPPA compliant dispersion of information to medical personnel or clients. This is due at the end of the semester (August 13).

Final Examination: There will be a final examination on the last day of class, July 17, 2010.

Late assignments will be docked 20%, with an additional 5% each week they are late unless prior arrangements are made with the instructor.

Attendance:

Please review Western Seminary's attendance policy. The final examination will be based on lecture material and readings. Attendance is necessary in order to be successful in this class. If a student must miss class, it is highly recommended that they make arrangements with a classmate to acquire the class notes and assignments. A maximum of one half day of class is allowed without penalty. Additional absences will adversely affect the final grade. In case of emergencies where the instructor has been contacted, it is the instructor's prerogative to decide what is fair and just.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Intake Assessment	20%	5-6 hours
Group Research Project	45%	14-20 hours
Case Assessment Report	10%	4-6 hours
Final exam	15%	5 hours
Reading	10%	28 hours
Total	100%	56-65 hrs.

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:
<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend three class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 9/18/10**. (This allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH- SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 /

dholifield@westernseminary.edu

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COURSE OUTLINE AND SCHEDULE

Date	Topic	Reading
06/18/10	<ul style="list-style-type: none">• Review of course syllabus and requirements.• Ethical issues in assessment• History of psychological assessment.	Textbook, Ch. 2, 7, 12A
06/18/10	<ul style="list-style-type: none">• Test construction.• Validity.• Reliability.• Types of instrument scores.• Integration of data: Psychosocial History and Mental Status Exam• Assessing Intellectual functioning• Assessing academic achievement and learning• Neuropsychological screening and testing.	Textbook, Ch. 3-6, 10A
06/19/10	<ul style="list-style-type: none">• Personality Assessment (self report)	Textbook, Ch. 9

07/16/10	<ul style="list-style-type: none"> • Personality Assessment (projectives) 	Textbook, Ch. 8 Intake Assessment Due
07/17/10	<ul style="list-style-type: none"> • Premarital and Marital • Computerized testing • Temperament Inventories • Career and Occupational testing 	Textbook, Ch. 11
07/17/10	<ul style="list-style-type: none"> • The Psychological Report • Psychological Assessment and treatment planning • Final Examination 	
08/13/10	<ul style="list-style-type: none"> • 	Group Project Due