



ASSEMBLIES of GOD
THEOLOGICAL
SEMINARY

PCP 632 Psychological Tests and Measures

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Fall 2007
Tuesdays 1:30 – 4:15 pm

COURSE SYLLABUS

This course is a study of psychometric and sociometric products that are available on the market for counseling practice today. Although students will be exposed to a wide variety of projective and objective psycho diagnostic instruments that are used in clinical practice, it does not necessarily qualify them to purchase, administer, score or interpret all these tests professionally. The course will also cover test construction and provide students with first-hand experience in scoring and interpreting test profiles in some commonly used instruments.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. Classify some of the most commonly used psychological tests into the various categories of tests in use.
2. Evaluate the reliability and validity of a published psychological test.
3. Apply correct procedures in the administration, scoring, and interpretation of selected psychological tests and sociometric instruments.
4. Experience taking psychological tests and using the results of these tests to gain personal insight and understand the limitations of psychometric testing.
5. Integrate the knowledge gained from psychological testing with information gained from therapeutic sessions to develop appropriate progress notes, treatment plans and psychosocial reports.
6. Construct a simple test to measure a psycho-social construct that could be used in formal research.
7. Perform basic statistical operations and understand the role statistics plays in test construction and evaluation.
8. Successfully complete the appraisal portion of the National Counselor Examination.

REQUIRED TEXTBOOK

Drummond, R. & Jones, K.D. (2006). *Appraisal procedures for counselors and helping professionals* (6th ed.). Prentice Hall

In addition to the textbook students will be required to sign a voucher for \$30.00 to acquire several psychometric instruments that they will be using in the course. This amount is subject to fluctuation due to price changes by test publishers.

METHODOLOGY

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The professor will lecture and students will participate in hands-on demonstrations, classroom discussions and the presentation of projects. There will also be opportunities to interact with some common psychological tests on the market. Tests will be scored, interpreted, critiqued and diagnostic reports will be created. Finally, students will make use of Internet resources such as our Moodle program and search facilities such as Ebscohost and ERIC.

COURSE REQUIREMENTS

1. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement and will account for 10% of the overall grade.

Chapel: September 11, 1:30 – 2:15 pm.

December 4, 1:30 – 2:15 pm.

Fall Study Break: October 22 – 26.

2. A series of **classroom tests** will be presented as sections of work are completed and will account for 25% of the overall grade.
3. Students will be required to participate in a **practicum with our partner, the Shapes Mentoring program**. It is expected that the student will need to spend approximately 15 hours, either individually or in dyads, to evaluate both volunteer mentors and child or adolescent mentees using two prescribed tests. A grade will be allocated to the student in consultation with the Shapes Mentoring supervisor. This grade will reflect the competence the student displays in the testing situation, the level of professionalism they display during the interviews and the quality of the feedback reporting that they have created. This practicum will account for 20% of the overall grade.
4. Students will be required to identify and choose any test in print, psychological inventory, assessment scale or sociometric inventory that can be used by a LPC in practice and prepare a **10-minute class presentation** on the instruments that they have chosen. The presentation will consist of a description of the instrument, when and how it can be used in LPC practice, available data on its reliability and validity, and provide information to the class on its availability and cost.

For test evaluation you can use the *Mental Measurement Yearbooks and Test Critiques*. You can also refer to the periodicals *Journal of Educational Measurement* or *Educational and Psychological Measurement*. All of these resources are available in the library.

The presentation will account for 10% of the overall grade. The grade will be determined by the utility of the information presented, the visual quality of the information presented to the class, and the usefulness of the one-page hand-out which your fellow students will receive from you.

5. A **midterm and final exam** will contribute 15% and 20% respectively to the overall grade of the class.

GRADING PROCEDURES

Here is a summary of the weighted distribution of each element that will contribute to the overall class grade:

Spontaneous classroom participation	10%
Classroom tests	25%
Practicum with Shapes	20%
Presentation	10%
Midterm	15%
Comprehensive Final Examination	20%

GRADE SYSTEM

Work is Publishable = A+
94% - 100% = A Excellent
90% - 93% = A- Excellent (but)
87% - 89% = B+ Very Good
84% - 86% = B Good Work
80% - 83% = B- Good (but)
77% - 79% = C+ Fair but almost good enough
74% - 76% = C Fair
70% - 73% = C- Just Passable
67% - 69% = D+ Poor but almost made it
64% - 66% = D Poor
60% - 63% = D- Highly questionable

This syllabus was prepared by Dr. Johan Mostert on July 2, 2007 and is subject to slight alterations as the semester progresses.