

MENNONITE BROTHERS BIBLICAL SEMINARY
FALL 2006

COURSE: MF 755
TITLE: RESEARCH, TESTING AND FAMILY ASSESSMENT
UNITS: 2 UNITS

INSTRUCTOR: CYNTHIA MCGRADY, PH.D.
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OFFICE HOURS: TUESDAYS 12:00-1:00

COURSE DESCRIPTION:

This course is designed to provide the student with a basic understanding of psychometric theory, psychological assessment, and family assessment. It introduces students to the methods of measurement available for use with clinical populations in therapeutic settings. The use and interpretation of currently available psychological assessment tools will be presented. FURTHER SUPERVISED TRAINING WILL BE REQUIRED BEFORE STUDENTS MAY ASSUME COMPETENCY AT ADMINISTERING, SCORING, AND INTERPRETING THE ADVANCED PSYCHOLOGICAL ASSESSMENT INSTRUMENTS PRESENTED.

COURSE OBJECTIVES:

1. Students will acquire knowledge of a variety of assessment tools and their appropriate functions.
2. Students will be able to evaluate the psychometric properties of any psychological assessment instrument, and thus determine the instrument's appropriateness and effectiveness of use for their clients.
3. Students will learn how to recognize when formal psychological testing would be beneficial in their practices, how to refer clients for evaluation, and how to communicate their testing needs to other professionals.
4. Students will be able to critically evaluate psychological testing reports, and determine when they have been provided with a competent and thorough evaluation of their clients.

PRIMARY TEXT:

Gregory, R.J. (2007). Psychological testing: History, principles, and applications (5th Ed.). Boston: Allyn and Bacon.

SUPPLEMENTARY TEXTS:

Conoley, J.C. & Werth, E. (Eds.). (1995). Family assessment. Lincoln, NE: Buros Institute.

Holman, A. (1983). Family assessment: Tools for understanding and intervention. London: Sage.

Shore, M.F., Brice, P.J., & Love, B.G. (1996). When your child needs testing. New York: Crossroad.

COURSE EVALUATION:

Evaluation in this course will consist of three components: exams, a study guide, and class participation. Each component is designed to enhance the student's understanding of material and is explained in detail below.

EVALUATION:

Exams (2)	80%
Study Guide	20%
Class Participation	P/F

GRADING RANGES:

(Including +/- grades)

A	= 90-100%
B	= 80- 89%
C	= 70- 79%
F	= 69% and below

EXAMS:

There will be two exams given in class – a midterm and a final. Exams will consist of multiple choice, fill-in-the-blank, matching, statistical problems, short answer and essay questions. Make up exams will be permitted for documented family or medical emergencies only.

STUDY GUIDE:

Typically, the psychometric portion of this course is the most difficult for students to grasp. This material is, however, fundamental to the understanding of assessment. Therefore, a remedial study guide will be provided to assist students in their comprehension of this information. The study guide should be completed concurrent with the readings in the first few weeks of class. All questions can be adequately answered if lecture and text material is understood. Please provide brief and concise responses. All responses must be typed.

CLASS PARTICIPATION:

All students will be expected to actively participate in class discussions and activities.

CLASS POLICIES:

- No grade raises will be allowed for this course.
- Consistent attendance and active participation in class are expected. Please be on time to all class sessions.
- Class participation is one of the most significant parts of the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Any exception to this policy must be approved by the professor and the Academic Dean.
- If a student wishes to have heightened confidentiality of assignment results, s/he is to submit the assignment in a self-addressed envelope. The assignment will be returned in the same envelope.
- MBBS academic policies are described at www.mbseminary.edu/fresno/policies. These policies provide guidance regarding matters such as academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.
- For writing resources, style manuals, and especially for guidance in avoiding plagiarism, use the excellent Internet site <http://owl.english.purdue.edu/>.

**MF 755: RESEARCH, TESTING AND FAMILY ASSESSMENT
COURSE OUTLINE**

DATE:	LECTURE:	ASSIGNMENT:
SESSION 1	Overview of Course Characteristics of Tests Ethical & Social Issues in Testing	Assessment of Critical Thinking Skills Gregory: 1A, 1B
SESSION 2	Statistics Review	Gregory: 3A
SESSION 3	Test Construction & Factor Analysis Test Theory Reliability	Gregory: 3B, 4B, 5A – (pp. 168-175)
SESSION 4	Reliability Validity	Gregory: 4A
SESSION 5	Validity Test Bias Legal & Ethical Issues in Testing	Gregory: 6A, 6B, 12A, 12B <u>STUDY GUIDE DUE</u>
SESSION 6	<u>MIDTERM EXAM</u>	
SESSION 7	Intellectual Assessment	Gregory: 5A, 5B
SESSION 8	Personality Assessment	Gregory: 8A, 8B, 9A, 9B
SESSION 9	Marriage & Family Assessment Assessment of Moral & Spiritual Concepts	Assigned Readings
SESSION 10	<u>FINAL EXAM</u>	
SESSION 11	Review	

PLEASE NOTE: The reading assignments for the Gregory book refer to the **TOPIC** number, NOT the chapter number.

