

**MF559 Psychological Assessment in MFT
Course Syllabus –Spring 2008
Bethel Seminary San Diego**

Class Meetings	March 31-June 9, 2008 Monday 7:15–10:00 pm
Location	Room to be assigned
Professor	Ben Lim, Ph.D.
Phone	(619) 582-8188 X 213
Fax	(619) 265-1714
Email	b-lim@bethel.edu
Teaching Assistant	Dan Kim (email: dckim110@msn.com)

Catalog Course Description

"MF559 (MF132/MF139): Psychological Assessment in MFT. This course will familiarize students with the psychometric characteristics and limitations of both projective and standardized psychological, marital, and family assessment tools. Students will learn how to administer and score various instruments, interpret assessment data, and write clinical reports that will assist in diagnosis and treatment of individuals, couples, and families in therapy. The legal and ethical issues involved in the use of assessment measures, especially in diverse populations, will be discussed. Students are encouraged to use their own profiles to identify opportunities for continuing spiritual, personal, and relational growth. Recommended prerequisite: MF504. San Diego only. *Four hours.*" Bethel Seminary 2007-2008 Catalog p. 126.

Course Objectives

By the end of the course, students will be able to:

1. Present a pneuma-biopsychosocial assessment of the human personality.
2. Critique the psychometric characteristics and limitations of psychological assessments in individual, marital, and family relationships.
3. Recall the legal and ethical issues involved in the use of psychological assessments in diverse populations.
4. Design strategies that will incorporate psychological assessments as part of the ecosystemic psychotherapeutic treatment of individual clients, couples, and families.
5. Administer, score, and interpret assessment data for selected inventories.
6. Write a comprehensive psychological report of a family after administering a battery of psychological inventories to them.
7. Write a comprehensive psychological report of themselves as clients, highlighting their strengths and growth areas, after taking a battery of psychological inventories.
8. Interpret the five PREPARE-ENRICH inventories and be certified by Life Innovations to administer their inventories.

Required Readings

1. Whiston, S. C. (2005). *Principles and applications of assessment in counseling* (2nd ed.). Belmont, CA: Wadsworth.
2. Minuchin, S., Nichols, M. P., & Lee, W. Y. (2007). *Assessing families and couples: From symptom to system*. Boston: Allyn & Bacon.
3. Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). New York: J. Wiley. Chapter 14: The Psychological Report, pp. 619-670.
4. Students will pay for the cost of a computerized report on MCMI III (\$25) and PREPARE-ENRICH manual and certification training on May 3, 2008 (\$150).

Recommended References for Specific Inventories

1. Corcoran, K., & Fischer, J. (2007). *Measures for clinical practice: A sourcebook* (4th ed. Vol. 1 & 2). New York: Free Press.
1. Demaria, R., Weeks, G. R., & Hof, L. (1999). *Focused genograms: Intergenerational assessment of individuals, couples, and families*. Philadelphia, PA: Brunner/Mazel.
3. Drummond, R., & Jones, K. D. (2006). *Assessment procedures for counselors and helping professionals* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Fredman, N., & Sherman, R. (1987). *Handbook of measurements for marriage and family therapy*. New York: Brunner/Mazel.
5. Gould, P., & Oster, G. D. (2007). *Using drawings in assessment and therapy: A guide for mental health professionals* (2nd ed.). NY: Brunner-Routledge.
6. Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). New York: J. Wiley.
7. L'Abate, L., & Bagarozzi, D. A. (1994). *Sourcebook of marriage and family evaluation*. New York: Brunner/Mazel.
8. McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: W.W. Norton.
9. Nurse, A. R. (1999). *Family assessment: Effective uses of personality tests with couples and families*. New York: Wiley.
10. Peterson, L. W., & Hardin, M. E. (1997). *Children in distress: A guide for screening children's art*. New York: W. W. Norton.
11. Touliatos, J., Perlmutter, B. F., & Straus, M. A. (Eds.). (2001). *Handbook of family measurement techniques*. Thousand Oaks, CA: Sage Publications.
12. Wohl, A., & Kaufman, B. (1985). *Silent screams and hidden cries*. NY: Brunner-Routledge.

Course Requirements

In this class, students will learn to use projective and standardized inventories as part of the diagnostic and assessment skills needed to help individuals and families in therapy. All papers will be written using the language of **systems theory** and the language of a **chosen family therapy theory**, failing which, 20 points will be deducted from the total grade. The paper will reflect seminary-level content and processes.

Students are expected to adhere to the APA (5th ed.)¹ format. Ten points each will be deducted for failure to meet graduate level standards for style, grammar, and word usage format. Ten points will also be deducted for papers exceeding the specified number of pages, and for late submission. Unedited papers will be returned to the student and will not be graded.

1. Attendance, Participation (150 points) & Extra Credits (Up to 50 points).

“Students are expected to attend classes regularly. Those who find themselves unable to do so should drop the course completely. Unexcused absences, not to exceed the number of course hours a week [3], are allowed without penalty” (2007-2008 Catalog p. 90). Students are urged to maintain 100% attendance. Ten points per hour will be deducted for unexcused absence or tardiness beyond the permissible three hours. Students who want to surf in cyberspace, play computer games, or answer mobile phones are welcome to do these activities outside the classroom. 30 points per occurrence will be deducted for these distracting activities in the classroom. Helpful information and announcements are found on the Bethel Blackboard Learning System (<http://blackboard.bethel.edu>).

a. *Participation.* Students are expected to interact with the readings and lectures by reflecting on their own beliefs, values, and emotional reactions, and be ready to participate in class discussion at the beginning of each class period. Students will be given time to share their process of administering assessments at the beginning of each class period during “**Matters that Matter.**” Students are expected to maintain confidentiality (consistent with the AAMFT and CAMFT Codes of Ethics) for classroom discussion and activities that involve personal disclosure or personal matters in general. (100 points)

b. *PREPARE-ENRICH Workshop.* Students will also participate in the workshop on May 3, 2008. Students will form small groups and perform a role play of a session from PREPARE-ENRICH. The script for the role play will be submitted on April 21, 2008. (50 points)

c. *Extra Credits.* Students will attend at least one **Bethel sponsored** seminar outside the classroom related to some form of integration activities such as CAPS, MFT Integration Seminars, etc. Beyond the first seminar, 10 points extra credit will be awarded for each additional seminar up to a maximum of 50 points after a brief response to a question on the Discussion Board. Students are not permitted to claim extra credits from an event for two different classes. (Up to 50 points)

Due date: June 9, 2008

2. Personal Assessment Paper (200 points).

Students will take a battery of individual assessments. Students are to assume that the referral is made by the professor to do a pneuma-biopsychosocial evaluation of their strengths and weaknesses, and to recommend possible issues for therapy. The assessment packet will include the Enneagram, Religious Commitment Inventory, Spiritual Wellbeing Scale, Mental Status Examination (with emphasis on MMSE), Millon Clinical Multiaxial Inventory-III (\$25), Differentiation of Self Inventory (Revised), MBTI, 3-generations (MALERS Demo) genogram. Other assessments that students have taken in the past (especially the Strong Interest Inventory) may be used to enrich their personal assessment. All the psychological inventories will be

¹ American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. Note: Parenthetical referencing of books must indicate **page numbers**, even if it is not a direct quote.

submitted with the assessment report in twin-pocket portfolios (NOT binders). Students are encouraged to consult with the professor, if at any time the result of the assessment causes undue concern or anxiety.

a. A 6-8 page psychological report will be written. The report will include demographic information, referral question, evaluation procedures, behavioral observations, background information (including genogram family history and past treatment history), test results (including DSM IV (TR) diagnosis), diagnostic impressions/themes and interpretations, and treatment recommendations. Students will also do the standard ethical/legal assessments related to harm to self and others. Students will give a brief overview of the significant results of each inventory. They will use an **integrated topical** assessment of the data rather than an inventory-by-inventory interpretation. This report will be in the **third person** and will consist of an integrative assessment of the following domains – spiritual, behavioral, cognitive, affective, physical, familial, and interpersonal. **Significant scores** from the relevant inventories will be stated in the impression and interpretation sections, which will also enunciate the students' strengths and weaknesses. A brief treatment recommendation will be included. (100 points)

b. Students will append a reflection of their experience and reactions in administering the inventories to themselves as “clients,” their pneuma-biopsychosocial response to the inventories results, strengths, and growth areas revealed by the assessments and areas that the students could work on in personal therapy. A critique of each inventory with comments of their psychometric properties and its suitability for marital and family therapy will be made. Reference will be made to the results of the inventories. (50 points)

c. Students are expected to use systems thinking together with their identified family therapy theory² perspective in their assessment and treatment report. The assessment will include individual development and family life cycle stage and sibling position. (50 points)

Due Date: MCMI III answer sheet is due at the beginning of May 7, 2008.

Due Date: The paper is due on May 3, 2008

3. *Family Assessment Paper (300 points).*

Students will also write an 8-10 page paper on the assessment of a family with at least one elementary school-going child. Preferably, the family will be one of the students' clients; otherwise, the students will find a non-clinical family. Students are to assume that the referral is made by the professor to conduct a psychological evaluation of the family to determine the strengths and growth areas of the family and the possible issues the family might work on in both marital and family therapy, as a partial fulfillment of the MF559 course requirement. Students are expected to indicate on the ENRICH computer report the areas that will be addressed in therapy. The battery of assessments will include the Behavior and Attitude Checklist, 3-generation (MALERS Demo) genogram³, ENRICH, Relational Assessment Scale, Beck Depression Inventory, Beck Anxiety Inventory, DAP and Kinetic Family Drawing (both drawings are for children only). The projective drawings will be interpreted using formats from Peterson, L. W., & Hardin, M. E. (1997)⁴. Informed consent forms will be obtained from all adult participants. Students will use pseudo-names in the report. The paper, together with the informed consent forms and psychological inventories will be submitted in twin-pocket

² The theory must be identified in the paper.

³ The genogram will be self explanatory (with legend) and will be printed with either genogram software or Word.

⁴ Peterson, L. W., & Hardin, M. E. (1997). *Children in distress: A guide for screening children's art*. New York: W. W. Norton.

portfolios (NOT binders). Where there are suspicions of child abuse, domestic violence, or suicidal ideation, students are expected to consult with the professor immediately.

a. The psychological report⁵ will include demographic information, referral question, evaluation procedures and dates, behavioral observations, background information (including genogramic family history and past treatment history), test results (including DSM IV (TR) diagnosis for parents only), diagnostic impressions/themes and interpretations, and treatment recommendations. Students will also do the standard ethical/legal assessments related to harm to self and others. Students are expected to give a brief overview of each psychological inventory highlighting significant results, and then to use an **integrated topical** assessment of the data rather than an inventory-by-inventory interpretation. Both strengths and weaknesses will be highlighted. **Significant scores** from the relevant inventories will be stated in the impression and interpretation sections. Where pathological labels are used, they should be explained and substantiated with concrete behavioral examples. A comparison will be made between results of the inventories and the face-to-face clinical interview with the family. (150 points)

b. The report will also include an assessment of the family using systems theory and the student's identified family therapy theory perspective. The assessment will include individual development and family life cycle stages and sibling position. Suggestions for therapy or enhancement of familial relationship will be made. (100 points)

c. A reflection of personal reactions when the inventories were administered to the family and what the students would do differently. (50 points)

Due Date: The paper is due on June 13, 2008

4. Inventory Presentation (200 points).

Students will do research on one of the inventories listed below. Preferably, the students will take the inventory or part of it themselves. Students who cannot make their presentations on the assigned date will be responsible to swap with other students and will inform the professor of the change.

a. Students will comment on the psychometric properties of the inventory and critique on the suitability of the inventory for marital and family assessment and treatment. A brief comparison with other related scales will be narrated. Efforts will be made to obtain the seminal articles and three other sources of literature where the inventory had been used in the studies. A reference list of websites, journal articles, or books will be documented. A 3-4 page **informative** outline will be submitted to the professor on the Sunday evening before the presentation and it will be distributed to all students during the presentation. (150 points)

b. A 15 minute PowerPoint presentation will be made in class. Credit will be given for creativity. Students will be responsible for making sure that the audiovisual equipment is working before the class. Ten points will be deducted for presentations exceeding the 15 minute time limit. (50 points)

Due Date: The informative outline and PowerPoint will be submitted on Sunday before the presentation. 10 points will be deducted for failure to do so.

⁵ Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). New York: J. Wiley. Chapter 14: The Psychological Report, pp. 621-670.

5. Quizzes (150 points)

A 5-minute quiz covering the reading and lecture materials (including the PREPARE ENRICH Seminar) will be given at the end of each class for 10 weeks. Each quiz is worth 15 points. Unless there are valid extenuating circumstances, family emergencies, or medical reasons, students will not be permitted to do make up quizzes. Students are expected to keep track of their quiz scores.

Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7	Quiz 8	Quiz 9	Quiz 10	Total

Grades

1. Summary of Assignments and Grade Points

Due Date	Assignments	Points	Students' Grades
June 9, 2008	Participation & Attendance	100	
April 7, 2001	MCMC Inventory Done	0	
April 21, 2008	PREPARE-ENRICH Script & Participation	50	
May 3, 2008	Personal Assessment Paper (6-8 pages)	200	
Sunday before presentation	Inventory Presentation & Outline (3-4 page)	200	
June 13, 2008	Family Assessment Paper (8-10 pages)	300	
Weekly	Quiz	150	
Whenever	Extra credits up to maximum of 5 events	50	
Maximum number of points for the course		1050	

2. Deduction of Points includes the Following.

Reasons	Points	Students' Grade
Not using the language of systems theory and theory of therapy	20	
Tardiness or absence from class beyond the permissible 3 hours (per hour)	10	
Failure to meet graduate level standards for APA (5 th ed.) style and grammar (each category)	10	
Surfing in cyberspace, playing computer games, or answering mobile phones in class (per occurrence)	30	
Room left in a mess after presentation	20	
Exceeding presentation time	10	
Papers exceeding the number of pages	10	
Late submission of assignments (per day)	20	

3. Final Grade

Students' grades will be available for viewing on the MF557 Blackboard. However, the authorized final grades will be issued by the Registrar of Bethel Seminary. The final grade for this course will be assigned as follows:

930 – 1000	A	730 –769	C
900 – 929	A-	700 – 729	C-
870 – 899	B+	670 – 699	D+
830 – 869	B	630 – 669	D
800 – 829	B-	600 – 629	D-
770 – 799	C+	Below 599	F

Qualitatively, the letter grades represent the following levels of performance (Bethel Seminary 2007-2008 Catalog, p. 91)

- Excellent work submitted*; evidence of outstanding ability to synthesize and use course knowledge, consistent evidence of creativity and originality, insightful contributions in class, consistent demonstration of integrative and critical thinking skills; regular class attendance and respectful interaction.
- Good work submitted*; evidence of substantial ability to analyze and use course knowledge; evidence of creativity and originality; thoughtful contributions in class; demonstration of integrative and critical thinking skills; regular class attendance and respectful interaction.
- Acceptable work submitted*; evidence of adequate to analyze and use course knowledge, appropriate contributions in class; attempts at integration and critique; regular class attendance and respectful interaction.
- Poor work submitted*; little evidence of ability to analyze and use course knowledge, inconsistent evidence of mastery of course content, few contributions in class, no attempts at integration and critique; inconsistent class attendance and respectful interaction.
- Inadequate work submitted*; insufficient evidence of ability to analyze and use course knowledge; inappropriate and/or disrespectful contributions in class, poor class attendance, or failure to complete course requirements.

Students will complete all the class requirements by the end of the quarter. However, when there are valid extenuating circumstances, family emergencies, or medical reasons, an Incomplete Contract will be filled out, signed by the professor, and submitted to the Associate Registrar's office prior to the end of the quarter. A pile-up of workload will not constitute a valid reason for "Incomplete." (Bethel Seminary 2007-2008 Catalog, p. 92)

Academic Integrity

All written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources. Students charged with academic dishonesty

have the right to appeal any disciplinary action. Contact the Associate Dean for details on the appeal process. Please read the Student Handbook 2007-2008, p. 23.

Disabilities

Any student, who because of a disability may require some special arrangements to meet course requirements, will contact Dr Kent Eaton, the Associate Dean, or the Access Coordinator for the Bethel Office of Disability Services by the end of week 2 to discuss reasonable accommodations. Please read the Student Handbook 2007-2008, p. 20.

Reserving Computer Equipment

All computer/AV equipment that is needed in the class will be reserved in advance. Students will access the San Diego loaner site (<http://loaners.its.bethel.edu>), choose San Diego Seminary, and click on the necessary equipments. If reserving a laptop, please indicate the type of drive (CD or disk) needed. Once the reservation has been made, Lissa Hutcheson, BSSD IT Analyst/AV Coordinator will set the equipment up in the classroom designated in the comment box on the reservation form.

Tentative Class Schedule

Class	Date	Tentative Topics & Readings
1	March 31	Overview of the course
		Theological Anthropology and the Human Personality
		Quiz: Whiston Ch 1; Minuchin Ch 1
2	April 7	Ethical and Professional Issues and Special Populations
		Psychometric Properties of Inventories
		Quiz: Whiston Ch 2-4, 14;
3	April 14	Writing of Assessment, Planning and Treatment Reports
		Presentation of Inventory
		Quiz: Groth-Marnat (1999) Ch 14; Whiston Ch 10
4	April 21	Intake Phone call and Interview & Record keeping
		• Using questions
		• Interview techniques, history taking & diagnosis
		Presentation of Inventory
		Quiz: Whiston Ch 5 & 6; Minuchin Ch 2-3
5	April 28	Standardized Assessments
		• Assessment and Treatment Mini-Mental Status Exam & BSI
		• Assessment and personality: MBTI, MCMI III, TJTA & DSM-IV(TR)
		Presentation of Inventory
		Quiz: Whiston Ch 12, 13; Minuchin Ch 4-5
6	May 3	PREPARE-ENRICH WORKSHOP
		Quiz: Olson, D. H., & Gorall, D. M. (2003)
		PERSONAL ASSESSMENT PAPER DUE

READING WEEK: MAY 5-9, 2008		
7	May 12	Non-verbal and Initial Assessments
		<ul style="list-style-type: none"> • Assessments of Non-verbal • Assessment of Suicide & Depression • Assessment of Substance Abuse • Assessment of Domestic Violence • Spiritual Assessments
		Presentation of Inventory
		Quiz: Whiston Ch 7-9; Minuchin Ch 6-7
8	May 19	Projective Assessments
		<ul style="list-style-type: none"> • Projective Drawings (HTP & Family Kinetic Drawing) • Rotter Incomplete Sentences Blank, Rorschach & TAT
		Presentation of Inventory
		Quiz: Whiston Ch 11; Minuchin Ch 8-9
MEMORIAL DAY MAY 26		
9	June 2	Couples & Family Assessment I
		<ul style="list-style-type: none"> • Circumplex Model & PREPARE-ENRICH, RAS
		Presentation of Inventory
		Quiz: Whiston Ch 15; Minuchin Ch 10-11
10	June 9	Couples and Family Assessment II
		<ul style="list-style-type: none"> • Assessments in the Different Family Theoretical Models • Use of Genogram, Family Mapping, and Family Life Chronology
		Presentation of Inventory
		Quiz: Whiston Chs 16; Minuchin Epilogue
	June 13	FAMILY ASSESSMENT PAPER DUE

List of Inventories for Individual Presentation

Objective Tests

1. 16PF (16 Personality Factor, Raymond Cattell, Cattell, & Cattell, 1993)
2. ADS/ASI-Drug (Alcohol Dependence Scale/Addiction Severity Index-Drug Use)
3. BSSI (Beck Scale for Suicide Ideation) (Beck, Kovacs, & Weissman, 1979)
4. BSI /SCL-90 Revised (Brief Symptom Inventory/Symptom Checklist, Derogatis, 1994)
5. CPI (California Psychological Inventory)
6. CTS (Conflict Tactics Scale, Straus, 1995)
7. DSI-R (Differentiation of Self Inventory, Revised, 1998)
8. FAM-III (Family Assessment Measure-III, Skinner, Steinhauer, & Santa-Barbara, 1995)
9. FOCCUS & REFOCCUS (Foccus - Facilitating Open Couple Communication, Understanding & Study, 1986)
10. MACI (Millon Adolescent Clinical Inventory, McCann, 1997)
11. MCMI-III (Millon Clinical Multiaxial Inventory-III, Millon, 1994)
12. MMPI-2 (Minnesota Multiphasic Personality Inventory 2, Butcher, Dahstrom, Graham, Tellegen, & Kraemmer, 1989)
13. MSI-R (Marital Satisfaction Inventory – Revised, Synder, 1997)
14. PAIR (Personal Assessment of Intimacy in Relationships) Inventory
15. PAI (Personality Assessment Inventory - Leslie Morey, 1996)

16. TCUDS (Texas Christian University Drug Screen)
17. SWBS (Spiritual Well-Being Scale, Paloutzian & Ellison, 1982).
18. SII-II (Strong Interest Inventory-II, Harmon, Hansen, Borgen, & Hammer, 1994)
19. WISC-III 3rd Ed. (Wechsler Intelligence Scale for Children, 1991)
20. Others by requests

Projective Tests

21. Rorschach Inkblot Test (Exner & Weiner, 1995)
22. TAT (Thematic Apperception Test, Murray, 1943)
23. Draw A Person, House-Tree-Person & Family Kinetic Drawing
24. Rotter Incomplete Sentences Blank (Rotter & Rafferty, 1992)
25. Assessment through play
26. Others by request.



**BETHEL SEMINARY SAN DIEGO
MARITAL & FAMILY THERAPY
6116 AROSA STREET
SAN DIEGO, CA 92115**

MF559 PSYCHOLOGICAL ASSESSMENT IN MFT
Informed Consent for Interview

Knowing that this class, MF559 Psychological Assessment in MFT is meant to train future therapists to assess the relational needs of couples and families, I/we give my/our consent for

Student's name

to interview and administer a battery of assessments to in order to fulfill a written assignment.

We understand that no names will be used and that every effort will be taken to maintain the anonymity of our identity. I/we understand that only the above-named student and the professor for the class will be reading the paper. I/we will also be able to withdraw from this project if it causes me/us difficulties or pain in anyway. I/we know I/we can call the professor, Dr. Ben Lim Tel: (619) 582-8188 X 213 or email blim@bethel.edu for further information.

Signature of participants

Date interviewed