

Course Syllabus

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 Edit



College of Health Sciences | MA in Clinical Counseling

PSY6050: Psychological Testing and Assessment

3 Units

Modality: Enhanced Face-to-Face

Fall 2025 | Quad 1

Course Dates: September 2* - October 26, 2025

*(9/1 is a Holiday)

Meeting days/times:

Mondays and Wednesdays, 2:00 PM - 4:45 PM

Meeting location: Mission Valley Campus, Room 302

Instructor Information:

Instructor title and name: Dr. Benjamin Coleman

Email: bcolema1@pointloma.edu (<mailto:bcolema1@pointloma.edu>)

Phone: 619-329-6778

PLNU Mission

To Teach ~ To Shape ~ To Send



Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course provides students with the knowledge and skills necessary to administer, score, and interpret several assessment instruments. Students will be familiar with validity, reliability, and psychometric statistics.

GROUND RULES OF THE COURSE

Together, we will create a dynamic learning environment where:

1. Learning is challenging but safe.
2. Learning is experiential and active.
3. Communication is open . . . opposing viewpoints are welcomed.
4. All are learners and all are teachers . . . we will learn from each other.
5. Mistakes are okay . . . this is a no-guilt, no-blame zone.
6. The point is to learn and grow ... grades are a by-product and not the goal.
7. Integrity and honesty are expected.

Please jot down some of your expectations for this course.

HOW TO SUCCEED IN THE COURSE

I believe that the course is organized in such a way that you can absolutely be successful in this class, provided that you invest a reasonable amount of thought, effort, and time. To ensure success, I suggest the following. First, the quizzes will primarily cover material from the text. The lectures and discussion are intended to supplement the readings, but are vitally important for engaging the topics in a way that facilitates actual learning. It is essential that the concepts in the text are understood and mastered by each student. There is not an overwhelming amount of reading for this course, so spending a little extra time with the readings will go a long way. Second, attendance is paramount for success. We will be spending a lot of time interacting with the test materials, as well as with each other, so missing class will leave you significantly behind in becoming competent. I promise to do my best to make the classroom experience interesting and engaging if you promise to give adequate energy and attention to it. Third, give yourself sufficient time each week to complete the assignments and review the material. Fourth, please check for class announcements and email communications regularly. I will often email the class to offer study tips, clarification on class-related issues, assignment reminders, etc. Lastly, please come talk to me if you are having difficulty with this course. Together, we may be able to think of ways to



can adjust my teaching style and you can adjust your learning style to make this a successful experience for both of us.

Course Learning Outcomes

After completing this course, you should be able to:

1. Understand and evaluate the psychometric properties, including reliability and validity, of modern psychological test instruments.
 2. Become familiar with modern applications of psychological tests to a wide range of fields including education, personality, and clinical psychology.
 3. Demonstrate competence in identifying and articulating an array of ethical issues encountered in psychological testing.
 4. Identify and apply cultural/diversity theories in the context of assessment.
 5. Administer, score, and interpret basic psychological tests used in a counseling setting.
 6. Integrate test data with other sources of clinical information to arrive at diagnostic conclusions and formulate treatment plans.
 7. Demonstrate proficiency in the written and oral communication of test results, conclusions, and recommendations.
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Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.



Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Drummond, R. J., Sheperis, C. J., and Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals* (9th ed.). Boston, MA: Pearson Publication.



Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

ADDITIONAL READINGS

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, 7th Edition. American Psychological Association.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

| Assignments | Course Hours |
|--|--------------|
| Face-to-face Class Sessions | 40 |
| Online Participation in forums, groups, etc. | 24 |
| Reading | 24 |
| Writing | 20 |
| Other Assignments and Learning Activities | 10 |



| | |
|--------------------|------------|
| Exams & Quizzes | 16 |
| TOTAL HOURS | 134 |

Assessment and Grading

1. Weekly Quizzes

A quiz on the reading will be due every week as listed on the course schedule. Quizzes will be completed online and you will have 30 minutes to complete the quiz. You may use study materials, but failing to do the chapter reading beforehand will significantly hurt your chances of completing the quiz within the allotted time. Quizzes are due by the designated class period before the start of class and will not be scored after the due date. Each student's lowest score will be dropped and replaced by the median of his or her quiz scores. Please note that I have encountered instances of students using websites that archive test bank questions. You may find yourself tempted to simply google the questions and find the answers. Please be aware that this is a very serious matter and I will treat the offense as a matter of academic dishonesty. If I suspect you are using these resources, I will *at my discretion* give you a 0 for the quiz in question and initiate the protocol for academic dishonesty which may result in you failing the course. I expect you to hold yourself to a high standard of integrity and cheating in this manner is not consistent with our classroom culture or values.

2. Test Review and Critique

Each student will complete a short review on a psychological test of interest. You will choose a psychological test write and short critical review. You may write on a test we have covered in class or pick one that you have encountered in your clinical work or own research. Should you choose to review a test that we haven't covered in class, please make sure it is reputable and widely used or it may be difficult to locate the manual, articles, etc. When in doubt, just ask me and I can tell you whether it is a viable choice. Although the textbook has useful information on many of these tests, you should not use it as a primary source. Further, if you choose a measure we covered in class, you must expand significantly on that content.

You will compile information on your chosen test and write a 6-8 page, double spaced review/critique that includes information on content, use, administration, scoring and interpretation, and clinical application. Please refer to the **assignment guidelines and grading rubric on Canvas** for further instructions. You will use the Mental Measurement Yearbook for your critique, found online at the Ryan Library page.

3. Case Conceptualization and Treatment Plan

Students will write a vignette about a fictitious client and partner up with another student to



administer, score, and interpret a battery of tests. Using the vignette and information obtained in a clinical interview, students will write a case conceptualization and treatment plan using test data based on the following battery.

- Beck Depression Inventory
- Beck Anxiety Inventory
- Ways of Coping Questionnaire
- Brief Symptom Index
- NEO Five-Factor Inventory
- AUDIT/DUDIT
- Quality of Life Inventory

The tests will be administered by you to a partner (and vice versa) during class time. Attendance on these days is imperative. The case conceptualization and treatment plan will be approximately 6-7 pages long, single-spaced (see examples). The report will include a background, history, and behavioral observation of the fictitious client, a detailed description of the results of each test, with a separate section for each. It will conclude with a general integrative summary and recommendations. We will discuss interpretive report writing throughout the class and I will provide detailed instructions for the report itself. Please refer to the **assignment guidelines and grading rubric on Courses** for further instructions. *Note: Do not lose your testing materials! Since each student is filling out one set, coupled with the corresponding biography, I cannot provide additional tests for your report.*

You will turn in drafts of the Client History and Test Results Section for feedback. These drafts are worth 10 points for submission, and if you address all my feedback you will earn full points for those sections when turned in with the full, final Conceptualization (100 points total).

4. MMPI-3 Reflection

Students will write a 2-page, double spaced interpretative reflection on how the results of their MMPI-3 (taken for admission to the program).

5. Attendance and Participation:

Coming to class and participating in discussion and class activity is mandatory and expected. Attendance and Participation are worth 20% of your total grade. See the Attendance and Participation policies below for more information.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/) 
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.html)  [_ \(http://www.uwsp.edu/psych/APA4b.html\)](http://www.uwsp.edu/psych/APA4b.html)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/)  [_ \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)



All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Assignment Distribution

| Assignments | Points |
|---|------------|
| Weekly Quizzes (20 points each) | 220 |
| Test Review and Critique | 80 |
| Case Conceptualization and Treatment Plan | 120 |
| MMPI-3 Reflection | 20 |
| Attendance | 55 |
| Professionalism | 55 |
| Total | 550 |

Grading Scale

The following grading scale will be used for all exams and final course grades:

- Equal or greater than 93% = A
- 90 - 92% = A-



- 87 - 89% = B+
- 83 - 86% = B
- ***80 - 82% = B-**
- 77 - 79% = C+
- 73 - 76% = C
- 70 - 72% = C-
- 67 - 69% = D+
- 63 - 66% = D
- 60 - 62% = D-
- Equal or lesser than 59% = F

*Students must achieve a minimum grade of B- to pass this class.

PLNU Spiritual Care

Mission Valley

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus, there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.



Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) [↗](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

- [MLA Style Center: Citing Generative AI](https://style.mla.org/citing-generative-ai/) [↗](https://style.mla.org/citing-generative-ai/) (<https://style.mla.org/citing-generative-ai/>)
 - [APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) [↗](https://apastyle.apa.org/blog/how-to-cite-chatgpt) (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)
 - [Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html) [↗](https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html) (<https://www.chicagomanualofstyle.org/ganda/data/faq/topics/Documentation/faq0422.html>)
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PLNU Academic Accommodations Policy



PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).



Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy. \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy \(https://www.pointloma.edu/bias\)](https://www.pointloma.edu/bias).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-g-policies/)  [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-g-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-g-policies/) for additional detail.



Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkI0QI8GJ1GUYI6TosQ5mxg/edit?tab=t.0) 
(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkI0QI8GJ1GUYI6TosQ5mxg/edit?tab=t.0).

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Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their



computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center** [↗](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** [↗](https://youtu.be/4H8KTZ4BOaY) (<https://youtu.be/4H8KTZ4BOaY>) and take time now to explore!
- **Grammarly** (<https://my.pointloma.edu/pages/writing-center-gps>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Course Schedule and Assignments

| Weekly Course Schedule | | | | |
|------------------------|-------|---|------------------|---|
| Week | Topic | Readings Due (All from Sheperis unless otherwise noted) | Class Activities | Assignment Due |
| | | | |  |

Weekly Course Schedule

| Week | Topic | Readings Due (All from Sheperis unless otherwise noted) | Class Activities | Assignment Due |
|--|--|---|--------------------|---|
| WK1 S1 LIGHT WEEK | Introduction To Assessment; Assessment Process | Chapter 1 and Appendix II | No F2F Class | Review Syllabus Syllabus Quiz Introductory Discussion (due Sunday) |
| S2 LIGHT WEEK | Statistics and Understanding Scores | Chapter 5-6 | No F2F Class | Reading Quiz 1 (Chapter 1) due Sunday |
| WK2 S3 | Statistics and Understanding Scores | Chapter 5-6 (reading quiz due before class Monday) | | Reading Quiz 2 (Ch 5 & 6) due Monday |
| S4 | Reliability | Chapter 7 | | Reading Quiz 3 (Ch 7) |
| WK3 S5 | Validity | Chapter 8 | | Reading Quiz 4 (Ch 8) |
| S6 | Methods and Sources of Assessment Information Interviewing and Gathering Clinical | Chapter 4 | Clinical Interview | Reading Quiz 5 (Ch 4) Client Biography (due before ) |

Weekly Course Schedule

| Week | Topic | Readings Due (All from Sheperis unless otherwise noted) | Class Activities | Assignment Due |
|--------------------|--|--|------------------------------|--|
| | Information | | | |
| WK4 S7 | Clinical Assessment | Chapter 9 | Administer: BDI-II; BAI; BSI | Reading Quiz 6 (Ch 9) |
| S8 | Clinical Assessment | Chapter 15 | Administer: QOLI; Ways | Reading Quiz 7 (Ch 15) Client History Section (Sunday) Mid-Course Survey |
| WK5 S9 | Substance Use Assessment | | Administer: AUDIT/DUDIT | |
| S10 | Personality Assessment | Focus on Test Critique | Case: William | Test Critique (Due Sunday) |
| WK6 S11 | Personality Assessment | Chapter 14 | Administer: NEO Case: HQ | Reading Quiz 8 (Ch 14) |
| S12 | Projective Assessment/Child Assessment | | | Test Results Section (Sunday) |



Weekly Course Schedule

| Week | Topic | Readings Due (All from Sheperis unless otherwise noted) | Class Activities | Assignment Due |
|--------------------|--|---|---|--|
| WK7 S13 | Projective Assessment/Child Assessment | | Case: Timothy | |
| S14 | Multicultural Assessment | Chapter 3 and Appendix I Suzuki and Ponterotto, Chapter 8 (see Module to download pdf) | Administer: CAIP (add to Results later if needed) Case: KS | Reading Quiz 9 (Ch 3) |
| WK8 S15 | Ethical and Legal Issues Test Bias Feedback Informed Treatment | Chapter 2 | | Reading Quiz 10 (Ch 2) |
| S16 | Communicating Test Results | Chapter 17 | Feedback to Client | Reading Quiz 11 (Ch 17) Case Conceptualization due BEFORE CLASS MMPI-3 Reflection (Due Sunday) |



Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

| Date | Details | Due |
|-----------------|---|----------------|
| |  WK1 Session 1 Agenda | to do: 2pm |
| Tue Sep 2, 2025 |  Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/82717/assignments/1214037  | due by 11:59pm |
| Wed Sep 3, 2025 |  WK1 Session 2 Agenda | to do: 2pm |
| |  WK1 Introductory Discussion https://canvas.pointloma.edu/courses/82717/assignments/1214043  | due by 11:59pm |
| |  WK1 Reflection https://canvas.pointloma.edu/courses/82717/assignments/1214047  | due by 11:59pm |
| Sun Sep 7, 2025 |  WK1 Reading Quiz 1 (Chapter 1) https://canvas.pointloma.edu/courses/82717/assignments/1214036  | due by 11:59pm |
| |  WK1 Syllabus Quiz https://canvas.pointloma.edu/courses/82717/assignments/1214042  | due by 11:59pm |
| Mon Sep 8, 2025 |  WK2 Reading Quiz 2 (Ch 5 & 6) https://canvas.pointloma.edu/courses/82717/assignments/1214040  | due by 2pm |
| |  WK2 Session 3 Agenda | to do: 2pm |



| Date | Details | Due |
|------------------|---|---|
| |  WK2 Z-score Practice https://canvas.pointloma.edu/courses/82717/assignments/1214048 | due by 11:59pm  |
| Wed Sep 10, 2025 |  WK2 Reading Quiz 3 (Ch 7) https://canvas.pointloma.edu/courses/82717/assignments/1214031 | due by 2pm  |
| |  WK2 Session 4 Agenda | to do: 2pm |
| Mon Sep 15, 2025 |  WK3 Reading Quiz 4 (Ch 8) https://canvas.pointloma.edu/courses/82717/assignments/1214034 | due by 2pm  |
| |  WK3 Session 5 Agenda | to do: 2pm |
| Wed Sep 17, 2025 |  WK3 Client Biography https://canvas.pointloma.edu/courses/82717/assignments/1214049 | due by 2pm  |
| |  WK3 Reading Quiz 5 (Ch 4) https://canvas.pointloma.edu/courses/82717/assignments/1214033 | due by 2pm  |
| |  WK3 Session 6 Agenda | to do: 2pm |
| Mon Sep 22, 2025 |  WK4 Reading Quiz 6 (Ch 9) https://canvas.pointloma.edu/courses/82717/assignments/1214038 | due by 2pm  |
| |  WK4 Session 7 Agenda | to do: 2pm |
| Wed Sep 24, 2025 |  WK4 Reading Quiz 7 (Ch 15) https://canvas.pointloma.edu/courses/82717/assignments/1214041 | due by 2pm  |
| |  WK4 Session 8 Agenda | to do: 2pm |
| Fri Sep 26, 2025 |  WK4 Mid-Course Feedback https://canvas.pointloma.edu/courses/82717/assignments/1214054 | due by  n |

| Date | Details | Due |
|------------------|---|----------------|
| |  | |
| |  WK4 Client History Section https://canvas.pointloma.edu/courses/82717/assignments/1214053 | due by 11:59pm |
| Sun Sep 28, 2025 |   WK4 Mid-Course Survey (MACC) https://canvas.pointloma.edu/courses/82717/assignments/1214032 | due by 11:59pm |
| Mon Sep 29, 2025 |  WK5 Session 9 Agenda | to do: 2pm |
| Wed Oct 1, 2025 |  WK5 Session 10 Agenda | to do: 2pm |
| Sun Oct 5, 2025 |  WK5 Test Review and Critique https://canvas.pointloma.edu/courses/82717/assignments/1214055 | due by 11:59pm |
| Mon Oct 6, 2025 |   WK6 Reading Quiz 8 (Ch 14) https://canvas.pointloma.edu/courses/82717/assignments/1214039 | due by 2pm |
| |  WK6 Session 11 Agenda | to do: 2pm |
| Wed Oct 8, 2025 |  WK6 Session 12 Agenda | to do: 2pm |
| Sun Oct 12, 2025 |  WK6 Test Results Section https://canvas.pointloma.edu/courses/82717/assignments/1214056 | due by 11:59pm |
| Mon Oct 13, 2025 |  WK7 Session 13 Agenda | to do: 2pm |
| Wed Oct 15, 2025 |   WK7 Reading Quiz 9 (Ch 3) https://canvas.pointloma.edu/courses/82717/assignments/1214029 | due by 2pm |
| |  WK7 Session 14 Agenda | to do: 2pm |



| Date | Details | Due |
|------------------|---|----------------|
| Mon Oct 20, 2025 |  WK8 Reading Quiz 10 (Ch 2) https://canvas.pointloma.edu/courses/82717/assignments/1214035 | due by 2pm |
| |  | |
| |  WK8 Session 15 Agenda | to do: 2pm |
| |  WK8 Case Conceptualization and Treatment Plan (Turnitin) https://canvas.pointloma.edu/courses/82717/assignments/1214057 | due by 2pm |
| |  | |
| Wed Oct 22, 2025 |  WK8 Draft of Report https://canvas.pointloma.edu/courses/82717/assignments/1214058 | due by 2pm |
| |  | |
| |  WK8 Reading Quiz 11 (Ch 17) https://canvas.pointloma.edu/courses/82717/assignments/1214030 | due by 2pm |
| |  | |
| |  WK8 Session 16 Agenda | to do: 11:59pm |
| Sun Oct 26, 2025 |  Professionalism https://canvas.pointloma.edu/courses/82717/assignments/1214044 | due by 11:59pm |
| |  | |
| |  Roll Call Attendance https://canvas.pointloma.edu/courses/82717/assignments/1214045 | due by 11:59pm |
| |  | |
| |  WK8 End-of-Course Evaluation https://canvas.pointloma.edu/courses/82717/assignments/1214059 | due by 11:59pm |
| |  | |
| |  WK8 Extra Credit https://canvas.pointloma.edu/courses/82717/assignments/1214060 | due by 11:59pm |
| |  | |



| Date | Details | Due |
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| |  WK8 MMPI-2 Reflection (https://canvas.pointloma.edu/courses/82717/assignments/1214061)  | due by 11:59pm |
| |  Test Review and Critique #2 (https://canvas.pointloma.edu/courses/82717/assignments/1214046)  | |
| |  WK3 Clinical Interview (https://canvas.pointloma.edu/courses/82717/assignments/1214050)  | |
| |  WK3 Clinical Interview Form (https://canvas.pointloma.edu/courses/82717/assignments/1214051)  | |
| |  WK3 Limits of Confidentiality (https://canvas.pointloma.edu/courses/82717/assignments/1214052)  | |

