Psychology, College of Natural and Social Sciences

Clinical and Research Assessment (PSY 3050-1)

Number of Units: 3

Fall 2025

Meeting days/times: TR 11:00 am – 12:15 pm

Meeting location: Liberty Station Conference Center (LSCC), 202

Final Exam: Thursday, 12/18/25, 10:30 am – 1 pm @ LSCC, 202

Information	Specifics for the Course
Instructor title and name: **Pronouns:**	Dr. Kristen Bonwell she, her, hers
Phone:	N/A
Email:	kbonwell@pointloma.edu (Communication via Canvas Inbox preferred)
Office location and hours:	Only by appointment

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 ✪

Course Catalog Description

A detailed study of selected psychological assessment instruments used in clinical and research settings. Emphasis is placed on reliability and validity, as well as selection of tests for diagnosis, treatment planning, and research.

Prerequisite(s): PSY 3090

Course Description and Goals

The primary objective of this course is to provide students with a detailed study of select assessment instruments used in clinical and research settings. These assessments, broadly referred to as "psychological assessments," consist of both self-report and performance-based tests of psychological and personality functioning, cognitive and intellectual abilities, and academic skills. Emphasis will be placed on the administration and interpretation of select assessment measures across these domains, as well as understanding their reliability and validity, and how to appropriately select assessments for diagnosis, treatment planning, and research purposes. Heavy emphasis will also be placed on practical application of the course material through in-class exercises involving practicing the administration, scoring, and interpretation of various assessment measures, as well as other skills relevant to assessment (e.g., clinical interviewing, feedback sessions). This will allow students to have both a working knowledge of the role of assessment in the field of psychology and other allied health professions, as well as hands-on experience applying their knowledge.

PROGRAM AND COURSE LEARNING OUTCOMES ✪

By the end of this course, you will be able to…

1. Describe the historical development of the discipline of psychology.
2. Describe the scientific approach to answering questions, critically evaluate claims made by others, and differentiate between the various research methods used in psychology.
3. Describe and evaluate the various psychological theories used to explain human behavior.
4. Describe various theories of how behavior, cognition, and personality develop throughout the lifespan.
5. Demonstrate knowledge of psychological concepts specific to important subfields of psychology (e.g., social psychology, health psychology, biopsychology, etc.).
6. Apply psychological concepts, as appropriate, towards his or her daily life situations.
7. Differentiate between various psychological disorders and contrast and evaluate various types of treatment for those disorders.

REQUIRED TEXTBOOK

Neukrug, E.S. & Fawcett, R.C. (2020). *The Essentials of Testing and Assessment: A Practical Guide to Counselors, Social Workers, and Psychologists Enhanced (3rd ed.)*. Cengage Learning.

Student Instructions:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials and all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your

fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please go: HERE

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 16 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 in the Canvas modules.

THE PURPOSE OF THE CLASSROOM

As you are aware, college students are expected to learn a large proportion of the content of the course from study of the textbook. Therefore, most students are expected to study a minimum of two hours per class to achieve a "C" in the course. Therefore, the purpose of class time is not to help those who do not have enough time to study by lecturing directly from the textbook. This would only bore those students who have studied the reading assignment for the day. Below are what I view as the purpose of the classroom experience:

1. A relationship exists between the professor and student in the classroom. It is my job to make the information as practical as possible. I can only do this by listening to your questions, practical applications, etc.
2. I will use the lecture method to help make practical seemingly impractical information.
3. We will use the discussion method to help you clarify your viewpoints by getting into depth on an issue.
4. We will use the classroom to hear how others are integrating the concepts of psychology into their lives.

ASSESSMENT AND GRADING⊛

Grades will be based on the following:

Course Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

COURSE GRADE COMPOSITION & WEIGHTED PERCENTAGES

In-Class Group Work, Presentations, Discussions, Assessment Experiences & Group Diagnostic Project	25%
Weekly Content Quick Check Quizzes	10%
2 out of 3 Exams (drop lowest score)	35%
Clinical Interview	4%
Clinical Assessment Report	8%

Case Study Presentation	8%
Cumulative Final Exam	10%

FINAL EXAMINATION POLICY⍟

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

SAFE SPACE

Dr. Bonwell strives to make all her classes safe spaces for students to learn and thrive. The hope is that you will see this and feel this as you read the syllabus, get to know Dr. B. and your classmates, and engage in the class content. If ever you do not feel safe, please reach out to Dr. B. for support. You should feel respected, valued, heard and seen. On the other hand, you should reciprocate and make others feel the same. One way you are protected in this course is by the provision of educational privacy laws. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students. In this class, you are expected to respect these laws as well. Thus, please do not share your classmates' private information outside of our class. For group work or video assignments, if you prefer to protect your privacy by using only your first name and turning off your camera, you may do so. You need to contact Professor Bonwell in advance to discuss and get approval.

Related to being heard, I encourage you to vote! If you are not registered to vote, please register online today: registertovote.ca.gov

INCOMPLETES AND MISSING AND LATE ASSIGNMENTS

All assignments are to be submitted by the Canvas due date/time posted in Canvas or by the beginning of the class session when they are due depending on the assignment.

Incompletes will only be assigned in extremely unusual circumstances.

Professor Bonwell offers flexibility to help you when "life happens" and due dates are not met.

Late Work:

Weekly module assignments and assessments are considered late if they are not submitted by the deadline set in Canvas. Dr. B. knows that life happens and sometimes there are barriers to getting work done. Thus, she provides a flexible late policy for most individual assignments. There are some exceptions, so read carefully and ask any questions. Course work not submitted by the deadline will receive a grade of zero, however individual assignments submitted late may have a one-week extension allowing them to be accepted if submitted prior to the following Sunday by 11:59 pm.

Discussions, quizzes, exams, presentations, outside partner/group work and any work due on the last day of the semester are **excluded from this policy**. Again, please contact Dr. Bonwell with any questions.

Quizzes and exams – **There are no make-up quizzes or exams.** Your lowest exam score will be dropped. Thus, if you miss an exam, your score will be zero and it will be dropped as your lowest exam grade. Subsequent missed exams will earn a score of zero and will count toward your course grade. Your lowest weekly content quick check score will be dropped as well.

Outside of class apers, partner and group work – If these assignments are not submitted by the due date set in Canvas, they will not be accepted.

In-class late work – When students are given time to work on an assignment or activity in class, typically, I will allow those who were unable to finish during the allotted time to complete it by the end of the day. In this case, when students do not complete their work, the general late policy will apply with a frequency limitation. The maximum number of extensions on class work is three.

Late work cannot be accepted after the final day of the semester.

CLASS REQUIREMENTS

***Scheduled Readings:** The reading assignments in the schedule form the basis of the lectures and discussions and should be read prior to the assigned lecture date to facilitate in-class discussion and application of the material in mock clinical scenarios. All chapters listed refer to those in Essentials of Testing and Assessment by Neukrug & Fawcett (2020).

***In-Class Group Work:** Group work refers to learning experiences in which students work together on the same task. Group work can help build a positive and engaging learning community through peer learning and teaching.

Promoting peer interactions can positively affect learning experiences by preparing students for work beyond the classroom. According to Constructivism, when students work together to solve problems, they construct knowledge together, rather than passively absorbing information. Students learn more effectively working cooperatively in diverse groups as opposed to working exclusively in a heterogeneous class, working in competition with other students, or working alone (Hattie, 2012). In this course, you will need to prepare for group work by reading the assigned chapters prior to class meetings. You must also attend class regularly. To earn high marks in this area, you will need to participate and work as a team.

Example activities:

- **Rorschach Ink Blot Test:** You will create your own Rorschach Ink Blot cards and practice administering and scoring the test with a partner in class.
- **Group Diagnostic Project:** You will work collaboratively with a group of students on reviewing assessment data results and practice diagnosing according to the DSM 5. Do not delegate.
- **Group Presentations for Exam Reviews**

Reference

Hattie, J. (2012). Visible learning for teachers (1st ed.). Routledge.

***Weekly Content Quick Check Quizzes:** At the beginning of each module (except the GS module), you will complete a content quick check quiz. These are timed (five minutes) and low-stakes quizzes worth five quiz points. The quiz is a learning tool intended to help you achieve mastery of the content including definitions and concepts that were presented in the readings and that will be covered in class. The questions are randomly selected from a pool of questions, so they will vary each time you take the quiz. Also, they are good samples of questions you will see on the exams. You have unlimited attempts before the due date of the corresponding exam, and Canvas will keep your highest score. Your lowest weekly content quick check score will be dropped. They also serve as excellent practice quizzes for the exam. The way this works is that all quizzes that go with a given exam are available in Canvas, meaning you can still take them, even after their due date up until the due date of the corresponding exam. In these cases, there is no penalty for completing the quiz late if it is submitted by the exam due date.

***Examinations:** There will be three non-cumulative exams for the course. Each exam will consist of 50 true/false or multiple-choice questions (50 exam points total) and will cover all assigned reading, lecture material, and other material presented in the course. Your highest two exam scores (of the three exams) will count toward your final grade (the lowest exam grade will automatically be dropped). Please note the exam deadlines stated in the course schedule at the end of the syllabus. Any changes to the schedule will be announced in Canvas.

***Cumulative Final Exam:** The final cumulative exam will consist of 75 true/false or multiple-choice questions and will cover all assigned chapters (1-12) and lecture material presented in the course. Please note the final exam date and time as directed by LSCC. This information has not yet been provided at the time of the publication of this syllabus, but should be available during the first week of classes. Plan accordingly so that you can attend the exam during finals week. As of 9/1/25: **Final Exam Date/Time: TBD**

***Clinical Interview:** A major part of this course will be learning how to diagnosis and how to gather information about a person's history. You will practice conducting a clinical interview and submit your clinical interview. It is important to master this skill, as your assessment reports will build off of this assignment.

***Clinical Assessment Report** Conduct a psychological evaluation and report on the patient you assessed with a clinical interview (in class), "Juani" (role play with Professor Bonwell). Papers must be four to five pages in length. Paper requirements and examples will be provided and discussed in class. You will be graded based on: professional presentation, following the recommended format, integration of psychological assessment results, level of insight, grammar and spelling, and length. Details will be provided in class.

***Clinical Assessment Report Presentation:** Present the case of "Juani," the subject of your clinical assessment report, and the psychological evaluation process. You will present the process and findings of your clinical assessment report. The presentation will be in a case study format (format will be provided in class) and will require you to include the assessment data to class to share with your classmates. You will sign up for a presentation in class.

For any group work that allows delegation of tasks: Students are required to indicate which student was responsible for what portion of the group work. For example, if a group divides the content for a chapter review presentation, then they must indicate who was responsible for specific tasks/portions of the work.

Course Rules

- Due to the nature of this class, you will be asked to share personal information through assessment data as part of practicing and learning various psychodiagnostic measures. However, you are never required to share anything that you do not feel comfortable sharing, either in papers or in class. This is intended to be a safe place.

- You will be sharing information about friends, colleagues, family members as part of your oral presentation and your two assessment papers. It is important that you do not share any information outside of this classroom, and that you respect privacy and confidentiality from class. It should be noted, that for assessment cases, no actual names will be used; however, privacy and confidentiality are still expected to be maintained by all students in this course.
- Professor and students alike must respect and honor one another.

Course Caveat

Class exercises may bring you in touch with strong emotions and/or troubling thoughts because they are related to abnormal psychology and sensitive mental health issues. Please see me privately if you are emotionally vulnerable so we can discuss options for the course.

You have access to free counseling services on campus that may be used to address and resolve your own personal issues if such issues arise as a consequence of participating in class activities and/or exercises.

PLNU Wellness Center

Location: Bottom floor of Nichols and Commons

Phone: 619-849-2574

Hours: 8 am - 4 pm, some evening hours on Wednesdays and Thursdays

Recommended Outside Therapists (Please feel free to reach out to Dr. B. for more information.)

Dr. Lynn Northrop - Home | Drlynn (drlynnnorthrop.com) (anx. dep, neurodiversity, LGBTQIA+, gero, & more)

Dr. Sara Giglio Patterson & Dr. Heidi McClune –

Therapy | Mental Health Services | IPSC | San Diego (sandiegopsychologist.org)

In an emergency call 911 or Campus Police 24-Hour Emergency: (619) 849-2525

If we are closed or unavailable please refer to the following resources:

Access & Crisis 24 Hour Hotline (SD County) 1-888-724-7240 Provides mental health crisis intervention and suicide prevention. Information and referral to mental health services in San Diego County can be provided. Additionally, this line provides drug and alcohol information.

National Suicide Prevention Line 1-800-273-TALK (8255) You will be connected to a skilled, trained counselor at a crisis center in your area, anytime 24/7. If calling locally you will be connected to the Access & Crisis 24 Hour Hotline. You can also call this line anywhere in the nation.

Warm Line 1-800-930-9276 (3:30 PM-11:00 PM) A friendly telephone support line which listens to concerns, offers referrals and provides understanding to the caller's perspectives for non-crisis/non-emergent cases.

211 Resource Line Dial 211 from anywhere in the U.S. for information on local resources for food, housing, job support, health, human trafficking or disaster assistance. We can also provide assistance during personal crisis.

Sexual Assault Crisis Line & Referral number is 1 (888) 385-4657. Highly trained advocates are available 24/7 to talk confidentially with anyone who has been assaulted, wants to report assault, is experiencing domestic violence, is seeking resource information, or questioning unhealthy aspects of their relationship."

Mandated Reporting: As a mandated reporter, your professor, Dr. Bonwell, must abide by the legal requirements of CA Penal Code § 11166.5 as well as the CA Board of Psychology.

Child Abuse and Neglect Law (Penal Code § 11166.5) Definitions: The following situations involving individuals under the age of 18 years of age are reportable child abuse and neglect conditions:

1) Physical Abuse

2) Sexual Abuse

3) Child exploitation, child pornography and child prostitution

4) Severe or general neglect

5) Extreme corporal punishment resulting in injury

6) Willful cruelty or unjustifiable punishment

7) Abuse or neglect in out-of-home care

Dr. Bonwell is also required to report suspected elder abuse, risk of harm to self (e.g., suicidality) or others (e.g., homicidality), and instances in which an individual is gravely disabled.

Possible Hints to Successful Performance

The best way to understand a concept is to **think of examples to illustrate the concept**. Of course, your example needs to be accurate. Feel free to give your example to the professor to discuss in class.

Another dilemma experienced by students who do poorly on tests is difficulty utilizing problem-solving skills. Specifically, they do not know how to approach solving a multiple-choice question. Students pursuing graduate studies will likely encounter (important) multiple-choice exams for the next 5-10 years of their lives, so this skill will be a valuable one to acquire.

Reviewing tests is often a useful learning strategy and will likely help student performance on a final cumulative exam. In-person tests will be reviewed in class during the class meeting following the exam. Students may review exams completed via Canvas the day following the exam due date. Further, I will be available to review exams with students during class following the exam or by appointment. Contact me to review your test. Then, try to pinpoint one or two things that you can improve upon for the next test.

Classroom Philosophy

The classroom experience will be good for you if you come ready to work. Your work is to pay attention, think, and ask questions.

The classroom experience is invaluable because:

1. You have the opportunity to learn directly from someone who has quite a bit of formal training and experiences.

2. You have the opportunity to learn directly from someone whose faith has been challenged by her formal education, but someone who still genuinely believes in Christ.
3. You have the opportunity to ask questions about things you do not understand in class or from your readings, especially as it relates to your Christian faith.
4. You have the opportunity to hear comments and questions from other fine individuals.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Abnormal Psychology, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include psychological disorders, including, but not limited to, depressive disorders, schizophrenia, posttraumatic stress disorder, and substance use disorders, as well as suicide, sexuality, and gender. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of abnormal psychology and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Abnormal Psychology, we will cover a variety of topics, some of which you may find triggering. These topics include, but are not limited to, addiction and suicide. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Abnormal Psychology and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

STATE AUTHORIZATION⊛

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized

to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

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 Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

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.

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 at pointloma.edu/title-ix

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 at 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 at www.pointloma.edu/bias

PLNU ATTENDANCE AND PARTICIPATION POLICY⊛

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (45 class sessions; 4.5 absences), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (9 absences), the student may be de-

enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

COURSE MODALITY DEFINITIONS

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.

2. Online: Coursework is completed 100% online and asynchronously.

3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.

4. Hybrid: Courses that meet face-to-face with required online components. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance Note: Assignments are posted in Canvas.

Welcome to what I hope will be an exciting and memorable experience!

(Scroll down to see the course schedule.)

COURSE SCHEDULE

This is a *tentative* course calendar and is subject to revision depending on class progress and needs. You will be informed of any of changes if they are to occur. Lecture material will tie into topics associated with your assigned readings but will primarily be a supplement to these readings. Please read assigned chapter before participation in discussions and activities**.**

Week#	**Class Meetings** **T/R – 11am – 12:15 pm**	**Module/Class Meeting Topic**	**Required Textbook Reading**
1	T, 9/2 1st day R, 9/4	**GS:** Getting Started; Course Introduction; Begin building safe and supportive learning community! **1:** History of Testing and Assessment	 Ch. 1
2	T, 9/9 R, 9/11	**2:** Ethical, Legal, and Professional Issues in Assessment	Ch. 2
3	T, 9/16 R, 9/18	**3:** Diagnosis in the Assessment Process	Ch. 3
4	T, 9/23 R, 9/25	**4:** The Assessment Report Process: Interviewing the Client and Writing the Report In Class: Complete Interviews for Individual Case Report **Clinical Interview for Case Report Due**	Ch.4
5	T, 9/30 R, 10/2	**Exam 1 Review Session** **EXAM 1 (Chs. 1, 2, 3 & 4; In-class Exam via Canvas)**	Chs. 1-4
6	T, 10/7 R, 10/9	**5**: Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality	Ch. 5
7	T, 10/14 R, 10/16	**6/7:** Statistical Concepts: Making Meaning Out of Raw Scores/Creating New Scores to Interpret Test Data **Exam 2 Review Session**	Chs. 6 & 7
8	T, 10/21 **(No mtg R,10/23)**	**EXAM 2 (Chs. 5, 6, 7; In-class Exam via Canvas)** **Have a great Fall Break!**	Chs. 5-7
9	T, 10/28 R, 10/30	**8:** Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	Ch.8
10	T, 11/4 R, 11/6	**9**: Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Ch. 9
11	T, 11/11 R. 11/13	**10:** Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	Ch.10
12	T, 11/18 R, 11/20	**11:** Clinical Assessment: Objective and Projective Personality Tests	Ch.11
13	T, 11/26 **(No mtg R,11/27)**	**11:** Personality Test Activity **Have a blessed Thanksgiving!**	Ch.11

14	T, 12/2 R, 12/4	**12:** Informal Assessment: Observation, Rating Scales, Classification Methods, Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment **Exam 3 Review Session**	Ch.12
15	T, 12/9 R, 12/11 – Last class meeting	**EXAM 3 (Chs. 8, 9, 10, 11 & 12; In-class Exam via Canvas)** **Presentations**	Chs. 8-12
16 Finals Week	**TBA**	***In-Class Final Exam via Canvas– Cumulative (Chs. 1-12)***	Chs. 1-12