

# Course Syllabus

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## PSY650: Psychological Testing & Assessment

**Dates:** 1/08/18 - 3/02/18

**Meeting Day/Time:**

Mondays, 2:00 p.m. - 5:00 p.m.

Wednesdays, 3:00 p.m. - 5:00 p.m.

**Location:** Mission Valley Campus

**Credit Hours:** 3

### 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.

### 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



**Instructor:** Dr. Benjamin Coleman

**Office Hours:** By Appointment

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

### REQUIRED TEXTS AND RECOMMENDED RESOURCES

Drummond, R. J., Sheperis, C. J., and Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8<sup>th</sup> ed.). Boston, MA: Pearson Publication.

### ADDITIONAL READINGS

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association.

### PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.

2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

### **COURSE LEARNING OUTCOMES (CLO)**

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.

### **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 your Canvas email account on a regular basis, at least once a week. 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 that I can adjust my teaching style and you can adjust your learning style to make this a successful experience for both of us.

### **COURSE REQUIREMENTS**

#### **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 Wednesday each week before the start of class. Each student's lowest score will be dropped and replaced by the median of his or her quiz scores.

#### **2. Test Review and Critique**

Each student will choose a psychological test write and short critical review. The test should be one that we have covered in class, although outside tests are allowed if I give permission. Should you choose to review a test that we haven't covered in class, please make sure it is reputable and widely used or I probably won't approve it. It also may be difficult to locate the manual, articles, etc. If you chose this option, please be prompt in obtaining my permission so you have ample time to complete the assignment. 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 5-6 page, double spaced review/critique that includes information on content, use, administration, scoring and interpretation. Papers will be deducted 20% for each 24 hours that they are submitted late. Please refer to the **assignment guidelines and grading rubric on Canvas** for further instructions.

#### **3. Psychological Test Report**

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 an assessment report based on the following battery.

Mini Mental Status Exam  
 Beck Depression Inventory  
 Beck Anxiety Inventory  
 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 crucial. The report, due on 12/10, will be approximately 5-6 pages long, single spaced (see examples). Papers will be deducted 20% for each 24 hours that they are submitted late. 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*

#### 4. Attendance and Participation

Coming to class and participating in discussion and class activity is mandatory and expected. I am entirely sympathetic to extenuating circumstances that may result in a student missing class, thus you may incur one unexcused absence without losing points. Each subsequent absence will drop this portion of the grade by 10 points (up to 40 points). Bottom line: if you come to class and participate you will receive full points and this component of the final grade will only help you!

*NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).*

#### 5. Extra Credit (20 points possible)

Choose a current event in which psychological testing has received controversial attention by the media, legislation, academia, etc. This could be an issue related to law, special education, or professional development. It does not necessarily have to be recent, as long as it pertains to the evolution of psychological assessment in our culture. You may look to online resources, textbooks, newspapers, or be creative. It also may be about an issue we cover in class, as long as your work significantly expands on the issue. Please write a 3 page reflection paper on why this issue was controversial or important. You should include:

- Any ethical issues involving the test, test takers, administrators, population it affected?
- What contextual/environmental factors played a role in the event or issue?
- Your personal reactions

#### 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/) (<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](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.

**This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):**

Assignments	Course Hours
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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
<b>TOTAL HOURS</b>	<b>134</b>

### ASSESSMENT AND GRADING

Assignments	Points
Weekly Quizzes (20 points each)	260
Test Review and Critique	80
Psychological Test Report	100
Attendance and Participation	40
<b>Total</b>	<b>480</b>

### GRADE SCALE

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations by phone at (619) 563-2810.

### 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 [Class Schedules \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. No requests for early examinations will be approved.

### USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring laptops to class. However, they need to remain stored until I ask you to bring them out for a specific learning purpose or we are on a break. The same goes for iPads/tablets and smartphones.

### PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See [Academic Policies \(http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies\)](http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies) for full text.

Academic dishonesty is inexcusable in the university setting. Every student should realize this, and most students behave ethically in the classroom. However, I realize that the rare student is not committed to ethical behavior. This student may be tempted to cheat on a quiz, either by copying answers from another person or by looking at notes during a quiz. Dishonest behavior will not be tolerated, and I reserve the right to respond by giving the student a grade of 0 for the quiz and reporting the incident to the Academic Ethics Committee.

Although copying from another student is dishonest, many other collaborative efforts are not dishonest. Students should feel free to meet with other students to hold study sessions before quizzes, if that strategy helps you prepare for a quiz. In addition, it is strongly urged that everyone in class should have another class member check the scoring and interpretation of the tests in the report project.

### ATTENDANCE AND PARTICIPATION

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. Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. If more than 20 percent of the classes are reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.

A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the course. Registered students who neither attend the first class session nor inform the instructor of record of their desire to remain in the class may, at the request of the instructor, be removed from the class roster.

Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Academic Administration. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

If a student misses a class for a University excused absence the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- o Participation in discussions
- o Appropriateness of comments
- o Comments useful for clarification or meaningful contribution to the class
- o Willingness to participate in exercises and simulations
- o Sensitivity to participation of others in the class; avoids dominating discussions
- o Class participation demonstrates understanding of learned theory

### SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life) (<https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life>).

### PLNU COPYRIGHT POLICY




























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








### COURSE SCHEDULE AND ASSIGNMENTS

Module	Topic	Readings Due	Class Activities	Assignment Due
<b>Module 1</b> <b>1/8</b>	Introduction To Assessment; Assessment Process	Drummond and Jones Chapter 1 and Appendix II	Review Syllabus	Online Introduction
<b>1/10</b>	Methods and Sources of Assessment Information	Drummond and Jones Chapter 2	Interviewing and Gathering Clinical History	Reading Quiz Client Biography

<b>Module 2</b> 1/15 - MLK Day - ONLINE Only	Statistics and Understanding Scores	Drummond and Jones Chapter 3 and 4		Reading Quiz
1/17	Reliability	Drummond and Jones Chapter 5		Reading Quiz
<b>Module 3</b> 1/22	Validity	Drummond and Jones Chapter 6		Reading Quiz
1/24	Clinical Assessment	Drummond and Jones Chapter 7	Administer: MMSE-2; BDI-II; BAI	Reading Quiz
<b>Module 4</b> 1/29	Clinical Assessment	Drummond and Jones Chapter 13	Administer: QOLI; BSI; AUDIT/DUDIT	Reading Quiz
1/31	Personality Assessment	Drummond and Jones Chapter 12	Administer: NEO	Reading Quiz Client History Section
<b>Module 5</b> 2/5	Personality Assessment Projective Assessment			
2/7	Report Writing Summary Integration Recommendations			Test Critique
<b>Module 6</b> 2/12	Multicultural Assessment	Drummond and Jones Chapter 15 and Appendix I	Administer: CAIP	Reading Quiz
2/14	Aptitude Education	Drummond and Jones Chapter 10 and 14		Reading Quiz Test Results Section
<b>Module 7</b> 2/19	Intelligence Tests WAIS, WISC Achievement	Drummond and Jones Chapter 8 and 9		Reading Quiz
2/21	Communicating Test Results	Drummond and Jones Chapter 16	Oral Feedback to Client	Draft of Report Due for Client Feedback Reading Quiz
<b>Module 8</b> 2/26	Ethical and Legal Issues in Assessment	Drummond and Jones Chapter 17		Final Report
2/28	Course Wrap Up Finish any remaining topics			Reading Quiz

## Course Summary:

Date	Details	
Thu Sep 7, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238224">WK2: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238224)</a>	due by 11:59pm
Thu Sep 14, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238226">WK3: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238226)</a>	due by 11:59pm
Thu Sep 21, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238227">WK4: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238227)</a>	due by 11:59pm
Thu Sep 28, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238228">WK5: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238228)</a>	due by 11:59pm
Thu Oct 5, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238229">WK6: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238229)</a>	due by 11:59pm
Thu Oct 12, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238230">WK7: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238230)</a>	due by 11:59pm
Thu Oct 19, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238231">WK8: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238231)</a>	due by 11:59pm
Thu Oct 26, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238232">WK9: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238232)</a>	due by 11:59pm
Thu Nov 2, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238233">WK10: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238233)</a>	due by 11:59pm
Thu Nov 9, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238234">WK11: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238234)</a>	due by 11:59pm
Thu Nov 16, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238235">WK12: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238235)</a>	due by 11:59pm
Thu Nov 23, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238236">WK13: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238236)</a>	due by 11:59pm
Thu Nov 30, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238237">WK14: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238237)</a>	due by 11:59pm
Thu Dec 7, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238238">WK15: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238238)</a>	due by 11:59pm
Wed Dec 13, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238244">Extra Credit (https://canvas.pointloma.edu/courses/37589/assignments/238244)</a>	due by 11:59pm
Thu Dec 14, 2017	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238239">WK16: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238239)</a>	due by 11:59pm
Mon Jan 8, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238217">WK1: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238217)</a>	due by 5:59pm
Wed Jan 10, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238215">WK2: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238215)</a>	due by 5:59pm
Thu Jan 11, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238225">WK1: Discussion Questions (https://canvas.pointloma.edu/courses/37589/assignments/238225)</a>  <a href="https://canvas.pointloma.edu/courses/37589/assignments/238240">WK1: Introductory Discussion (https://canvas.pointloma.edu/courses/37589/assignments/238240)</a>	due by 11:59pm due by 11:59pm
Mon Jan 15, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238213">WK3: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238213)</a>	due by 5:59pm
Wed Jan 17, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238220">WK4: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238220)</a>	due by 5:59pm
Mon Jan 22, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238223">WK5: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238223)</a>	due by 5:59pm
Wed Jan 24, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238221">WK6: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238221)</a>	due by 5:59pm
Mon Jan 29, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238212">WK7: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238212)</a>	due by 5:59pm
Wed Jan 31, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238218">WK8: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238218)</a>	due by 5:59pm
Sat Feb 3, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238242">Client History Section (https://canvas.pointloma.edu/courses/37589/assignments/238242)</a>	due by 11:59pm

Date	Details	
Sun Feb 4, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238211">Mid-Course Evaluation (https://canvas.pointloma.edu/courses/37589/assignments/238211)</a>	due by 11:59pm
Wed Feb 7, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238245">WK10: Test Review and Critique (https://canvas.pointloma.edu/courses/37589/assignments/238245)</a>	due by 11:59pm
Mon Feb 12, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238216">WK11: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238216)</a>	due by 5:59pm
Wed Feb 14, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238222">WK12: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238222)</a>	due by 5:59pm
Mon Feb 19, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238214">WK13: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238214)</a>	due by 5:59pm
Wed Feb 21, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238210">WK14: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238210)</a>	due by 5:59pm
Mon Feb 26, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238247">WK15: Psychological Test Report (https://canvas.pointloma.edu/courses/37589/assignments/238247)</a>	due by 11:59pm
Wed Feb 28, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238219">WK16: Reading Quiz (https://canvas.pointloma.edu/courses/37589/assignments/238219)</a>	due by 5:59pm
Sun Mar 4, 2018	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238243">End-of-Course Evaluation (https://canvas.pointloma.edu/courses/37589/assignments/238243)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238241">Attendance and Participation (https://canvas.pointloma.edu/courses/37589/assignments/238241)</a>	
	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238246">WK14: Draft of Report (https://canvas.pointloma.edu/courses/37589/assignments/238246)</a>	
	 <a href="https://canvas.pointloma.edu/courses/37589/assignments/238248">WK2: Class Vignette (https://canvas.pointloma.edu/courses/37589/assignments/238248)</a>	