

**Spring 2021**

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**Meeting days:** Tuesday, Thursday

**Meeting times:** 8:00AM-9:15AM

**Meeting location:** Zoom

**Final Exam:** TBD

**Instructor:** William C. Hochberger, Ph.D.

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**Office location and hours:** By appointment

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**PLNU’s 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 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 can be broadly referred to as “psychological assessments” and 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. Each meeting will consist of structured lectures, discussion, and review of case examples. Heavy emphasis will also be placed on practical application of the course material through in-class exercises (“mock clinical assessment scenarios”) 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.

**Learning Outcomes:**

Upon completion of this course, students will be able to...

1. Demonstrate an understanding the role and use of assessment for the purposes of clinical diagnosis and treatment planning, as well as applications to research.
2. Understand the statistical concepts relevant to assessment, particularly as it pertains to test development, reliability, and validity.
3. Be familiar with the various assessment measures presented in lectures, their purpose, administration procedures, scoring, interpretation, and application.
4. Be able to design an appropriate test battery based on a referral question, score and interpret this battery, and then present the findings in both a written report and *in vivo* feedback session.

## Required Texts:

1. Neukrug, E.S. & Fawcett, R.C. (2015). *The Essentials of Testing and Assessment: A Practical Guide to Counselors, Social Workers, and Psychologists* (3<sup>rd</sup> ed.). Cengage Learning.

## Recommended Resources:

1. Schneider, J.W.; Lichtenberger, E.O.; Mather, N.; Kaufman, N.L.; Kaufman, A.S. (2018) *Essentials of Assessment Report Writing* (2<sup>nd</sup> ed.). Wiley Publishing.
2. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Washington, D.C.: the American Psychiatric Association.

## 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.

## Assignments:

### *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 in order 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 (2015).

### *Individual Clinical Case Reports*

- The goal of this series of assignments is to progressively increase students' expertise and experience in conceptualizing and reporting on cases based on a variety of assessment procedures. Over the course of the semester the students will "build" a comprehensive case report over the course of three separate assignments (see Canvas file titled "Example Assessment Report" for an example of what the completed assignment will look like).
- Each individual assignment submission will include unique content as well as a revision of the prior assignment's content based on feedback provided by the professor.
  - *Case Report #1*
    - This assignment will consist of students grouping into partners to perform a mock clinical interview. Each partner will select either patient #1 or #2 and then pretend to be that patient while they are interviewed by their partner. After the interview is complete, the students will switch roles so they each have a change pretending to be a patient and conducting an interview.

- Please use the “Clinical Interview Template” in Canvas to ensure that you have sufficient information for each of the core domains in the template.
  - The answers for the interview questions will be created by each student using the referral question and general symptoms for each patient (found in Canvas under the file “Patient Information for Clinical Interview and Case Report #1) to guide their responses. Each patient has unique symptoms and concerns and partners should not both pretend to be the same patient. Creativity is encouraged but make sure that the responses fit with the general symptoms. Each interview should take between 45-60 minutes.
  - The information obtained in this interview will be written up and submitted as case report #1 using the “Assessment Report Template.” You do not need to submit the notes you took during the interview (i.e., do not submit a completed “Clinical Interview Template”).
- *Case Report #2*
  - Students will review the professor’s comments on case report #1 and make the suggested revisions.
  - After revising the content from case report #1 students will then describe psychological and academic/intellectual assessment test data for the patient they interviewed (either #1 or #2). The standard scores for this test data will be provided by the professor in an announcement on Canvas and students will need to convert these standard scores to percentiles and then include the relevant qualitative descriptor (using the “Test Score Converter and Qualitative Descriptors.xls” file provide in Canvas).
- *Case Report #3*
  - Students will review the professor’s comments on case report #2 and make the suggested revisions.
  - After revising the content from case report #2 students will then describe the cognitive assessment test data for the patient they interviewed (either #1 or #2). The standard scores for this test data will be provided by the professor in an announcement on Canvas and students will need to convert these standard scores to percentiles and then include the relevant qualitative descriptor (using the “Test Score Converter and Qualitative Descriptors.xls” file provide in Canvas).
  - Students will then add in a summary and interpretation of the relevant test findings, at least one (1) specific diagnosis that is appropriate given the test findings and psychosocial history, and provide a minimum of three (3) *specific and detailed* recommendations with a *rationale* for why these recommendations are appropriate given the test findings and diagnosis.
- *Remember that these assignments are progressive – meaning that Case Report #2 will contain all of the revised content from Case Report #1 (i.e., the psychosocial history), while Case Report #3 will contain all of the revised content from both Case Report #1*

and Case Report #2. The process of revising the reports based on feedback from the professor is a significant part of the grade for each assignment.

*Group Case Presentation*

- Students will be given a clinical case (full psychosocial history and assessment findings) and must present the case to the class, including an interpretation of the test results, diagnosis, and their recommendations for treatment.
- Each group must arrange a meeting with the professor (with the full group in attendance) to perform a clinical interview of the “patient” (portrayed by the professor”) in order to gather the psychosocial history and test findings.
- These presentations should be approximately 30-45 minutes in length with time for questions at the end of the presentation. The presentation dates randomly assigned but limited to the last two weeks of class (see Canvas file titled “Group Case Report Template” for the proper formatting of this presentation).

**Exams:**

There will be three (3) exams spaced evenly across the semester. Each exam will include information derived from a combination of assigned readings and lecture material, and will consist of a combination of multiple choice and short-response style questions. In each exam, heavy emphasis will be placed on the students’ ability to analyze clinical case examples. Exam #1 will consist of information covered from Weeks 1-3, Exam #2 Weeks 4-9, and Exam #3 Weeks 10-13. Performance distributions of these exams will be evaluated and adjusted at the discretion of the professor.

**Grading Criterion and Scale:**

<i>Letter Grade</i>	<i>Percentage Score</i>
A	>93%
A -	90-92%
B +	88-89%
B	84-87%
B -	80-83%
C +	77-79%
C	70-76%
C -	65-69%
D +	62-64%
D	55-61%
D -	50-54%
F	<50%

<i>Assignment</i>	<i>Percent of Total Grade</i>
Exams 1-3	30% (10% for each exam)
Individual Clinical Case Reports	45% (15% for each case report)
Group Case Presentation	25%

### **Late Work Policy:**

All assignments must be uploaded in digital form to Canvas at the start of class (8AM) on the date indicated on the course outline and schedule in order to be graded. After this cutoff has passed, the submission portal will close and assignments can no longer be submitted. However, late assignments will be accepted if they are emailed directly to the professor. Please note that all late submissions will receive a penalty of a **10% deduction per day** off the total points for the assignment until the assignment is received by the professor. If the assignment is not submitted within 7 days of the due date, and no exception has been granted by the professor, the assignment will be counted as missing and receive no credit.

### **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.

### **Official PLNU Policies:**

#### ***Copyright***

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.

#### ***Academic Honesty***

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

#### ***Academic Accommodations***

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with

Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### ***Attendance and Participation***

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, 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. 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. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### ***Asynchronous Attendance/Participation Definition***

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### ***Spiritual Care***

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

### ***Use of Technology***

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**Office Hours and Availability:**

I am able and willing to meet with students by request. In addition to addressing lecture materials, assignments, and/or course performance, I am happy to meet with students in order to discuss anything and everything related to the practice of psychology, and to provide whatever support or assistance I can.

## *Tentative Schedule and Course Outline*

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Exams/Assignments</i>
1	3/2	Course Introduction and Overview of the Purpose and Process of Assessment	Chapters 1 and 3	
	3/4	Ethical and Legal Issues in Assessment	Chapter 2	
2	3/9			
		3/11	Statistics and Score Distributions	Chapters 6-7
3	3/16	Test Worthiness	Chapter 5	
	3/19	Assessment Report Writing	Chapters 4 and 12	
4	3/23	<i>In-Class Review Session for Exam 1</i>		
	3/25			<b><i>Exam 1</i></b>
5	3/30	Clinical Interviewing and Behavioral Observations		
	4/1	<b><i>No lecture – complete interviews for Individual Case Report #1</i></b>		<b><i>Clinical Interview for Case Report #1</i></b>
6	4/6	Forensic and Occupational Assessment	Chapter 10	
	4/8			
7	4/13	Personality and Psychological Assessment	Chapter 11	
	4/15			
8	4/20	<i>In-Class Review Session for Exam 2</i>		<b><i>Individual Case Report #1</i></b>
	4/22			<b><i>Exam 2</i></b>
9	4/27	Academic and Intellectual Assessment	Chapter 8 and 9	
	4/29			
10	5/4			
	5/6	Neuropsychological and Cognitive Assessment	Chapter 9	
11	5/11			
	5/13			
12	5/18	Providing Feedback to Patients	“Providing Feedback” Handout	
	5/20	<i>In-Class Review Session for Exam 3</i>		<b><i>Individual Case Report #2</i></b>
13	5/25			<b><i>Exam 3</i></b>
	5/27	<i>In-Class Group Case Presentations</i>		<b><i>Group Case Presentations</i></b>
14	6/1	<i>In-Class Group Case Presentations</i>		<b><i>Group Case Presentations</i></b>
	6/3	<i>In-Class Group Case Presentations</i>		<b><i>Group Case Presentations</i></b>
15	6/8	<i>Finals Week – No Class</i>		
	6/10	<i>Finals Week – No Class</i>		<b><i>Individual Case Report #3</i></b>

**Please note: All case reports (both individual and group) must have their associated written portions submitted online through Canvas by 8AM on the day the assignment is due. If they are submitted at any time past this deadline they will be considered late.**