



College of Health Sciences | MA in Clinical Counseling

PSY6050: Psychological Testing and Assessment

3 Units

Course Information:

Fall 2024/Quad 1

Course Dates: September 3 - October 27, 2024 (9/2 is a Holiday)

Meeting days/times:

Mondays, 2:00 p.m. - 4:45 p.m.
Wednesdays: 2:00 p.m. - 4:45 p.m.

Meeting location: Mission Valley Campus, MV301

Instructor Information:

Instructor title and name: Dr. Benjamin Coleman

Email: bcolema1@pointloma.edu

Phone: 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

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.

Program and Course 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.

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 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 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 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. Specific details about how the class meets the credit hour requirement can be provided upon request.

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
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

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 to have the required course 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.

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.

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.

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.

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](#)
- [Psychology with Style: A Hypertext Writing Guide](#)
- [The OWL at Purdue: APA Style](#)

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.

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

Standard Grade Scale Based on Percentage of Points Earned

Grading Scale

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

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

COURSE POLICIES

1. **Academic Honesty** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. 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 following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](#) for further information.
2. **Identity Fraud** Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.
3. **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](#) site. No requests for early examinations will be approved.
4. **Participation** See the below sections for how participation is assessed and graded in this course.
5. **Classroom Etiquette** Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in

class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. **Withdrawal** If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.
 7. **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](#) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).
 8. **University Catalog** For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](#).
 9. **Accessibility of Historical Data in Point Loma Classes** PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.
 10. **Confidentiality of Course Discussion and Assignments** Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.
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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 for 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.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

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](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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.

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 or as shown in the PLNU Spiritual Care section of this syllabus.

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 Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - 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).

PLNU Attendance

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 5 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](#) for additional detail.

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](#).

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.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

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](#) 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](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): 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](#) and take time now to explore!
- [Grammarly](#): 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](#): 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.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Weekly Course Schedule				
Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
Module 1				Review Syllabus
S1	Introduction To Assessment; Assessment Process	Chapter 1 and Appendix II	No F2F Class	Syllabus Quiz
LIGHT WEEK				Introductory Discussion (due Sunday)

Weekly Course Schedule

Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
S2 LIGHT WEEK	Statistics and Understanding Scores	Chapter 5-6	No F2F Class	Reading Quiz 1 (Chapter 1) due Sunday
Module 2 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)
Module 3 S5	Validity	Chapter 8		Reading Quiz 4 (Ch 8)
S6	Methods and Sources of Assessment Information Interviewing and Gathering Clinical Information	Chapter 4	Clinical Interview	Reading Quiz 5 (Ch 4) Client Biography (due before class)
Module 4 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
Module 5 S9	Substance Use Assessment		Administer: AUDIT/DUDIT	
S10	Personality Assessment	Focus on Test Critique	Case: William	Test Critique (Due Sunday)
Module 6 S11	Personality Assessment	Chapter 14	Administer: NEO Case: HQ	Reading Quiz 8 (Ch 14)
S12	Projective Assessment/Child Assessment			Test Results Section (Sunday)
Module 7 S13	Projective Assessment/Child Assessment		Case: Timothy	

Weekly Course Schedule

Module	Topic	Readings Due (All from Sheperis unless otherwise noted)	Class Activities	Assignment Due
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)
Module 8 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.