

Summer 2020

CE 620 Syllabus: Tests and Measurements

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Winona State University Counselor Education Department CE 620: Tests & Measurements Semester Hours: 3		
Course Location	Delivery: The course will be delivered Hybrid and Synchronous, meaning most of the content will be delivered through D2L, but the whole class will be expected to attend class sessions via Zoom. Class Zoom meeting dates: June 8, 22 and July 6, 20 from 5-8PM ZOOM MEETING LINK: https://minnstate.zoom.us/my/cigrandwsuced	
Instructor	Dawnette Cigrand, Ph.D.	
Instructor Phone & E-Mail	Phone: (507) 457-5336 (please leave voicemail) E-mail: dcigrand@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	350 Helble Hall	
Instructor Office Hours:	Summer: By appointment only	

I. COURSE DESCRIPTION

- This course provides an overview of the fundamentals of measurement as applied to psychological testing. Knowledge of and practical experience in the use of standardized psychological tests in counseling for personality assessment, evaluation, and career and life decisions will be provided.

II. COURSE PREREQUISITES

Prerequisites: Basic statistics course (undergraduate or graduate). Grade only.

III. COURSE OBJECTIVES

The course objectives encompass one area of critical importance to the practice of professional counseling: measurement & assessment. The following specific objectives for this course are aligned with the 2016 CACREP standards for these areas:

1. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders (NOTE: Not in this course; this will be taught in CE 650 and CE 651)
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Required Textbook:

Neukrug, E.S. & Fawcett, R.C. (2015). The essentials of testing and assessment: A guide to counselors, social workers, and psychologists. Stanford, CT: Cengage Learning.

- Other readings as assigned, see D2L>Materials>Assigned Reading folder for additional required readings listed in course schedule.
- Use APA formatting

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 620 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Attendance, Class Participation & “Discussions of the Day”	Buros Mental Measurement Yearbook Assignment	Psychological Assessment Administration & Report	Final Exam
3. HUMAN GROWTH AND DEVELOPMENT				
3h. A general framework for understanding differing abilities and strategies for differentiated interventions.				X
4. CAREER DEVELOPMENT				
4c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.				X
4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.			X	X

4i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.	X			X
4j. Ethical and culturally relevant strategies for addressing career development.				X
5. COUNSELING AND HELPING RELATIONSHIPS				
5b. A systems approach to conceptualizing clients.			X	
5l. Suicide prevention models and strategies.				X
7. ASSESSMENT AND TESTING				
7a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.	X			X
7b. Methods of effectively preparing for and conducting initial assessment meetings.			X	
7c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.			X	X
7d. Procedures for identifying trauma and abuse and for reporting abuse.				X
7e. Use of assessments for diagnostic and intervention planning purposes.			X	X
7f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.		X		
7g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.		X		
7h. Reliability and validity in the use of assessments.		X		
7i. Use of assessments relevant to academic/educational, career, personal, and social development.			X	
7j. Use of environmental assessments and systematic behavioral observations.				X
7k. Use of symptom checklists, and personality and psychological testing.				X
7l. Use of assessment results to diagnose developmental, behavioral, and mental disorders.				X
7m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	X	X	X	X

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Attendance, Class Participation & "Discussions of the Day"	Buros Mental Measurement Yearbook Assignment	Psychological Assessment Administration & Report	Final Exam
1. FOUNDATIONS				
1e. Psychological tests and assessments specific to clinical mental health counseling.		X		X
3. PRACTICE				
3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.			X	
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Attendance, Class Participation & "Discussions of the Day"	Buros Mental Measurement Yearbook Assignment	Psychological Assessment Administration & Report	Final Exam
1. FOUNDATIONS				
1e. Assessments specific to P-12 education.		X		X
2. CONTEXTUAL DIMENSIONS				
2i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.				X
3. PRACTICE				
3e. Use of developmentally appropriate career counseling interventions and assessments.			X	
3n. Use of accountability data to inform decision making.			X	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: video, lectures, library research, small and large group discussions, experiential class activities, modeling and simulations.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed: Core/CMHC/School	Due Date	Weight
a	Attendance, Participation and Discussion of the Day	4i, 7a, 7m/-/-	See course schedule	15%
g, h, m	Buros Mental Measurements Yearbook Assignment	7f-h, 7m/1e/1e	See course schedule	25%
c, d, f, i, j, m	Final Exam	3h, 4c, 4e, 4i, 4j, 5l, 7a, 7c-e, 7j-m/-/1e, 2i	See course schedule	35%
b, e	Psychological Assessment Administration and Report	4e, 5b, 7b, 7c, 7e, 7i, 7m/1e, 3a/3e, 3n	See course schedule below	25%

A. Description of Assignments

1. Class Attendance, Participation and Discussion of the Day

Students are *required to attend all class sessions*. It is expected that you will be an *active member* of class as an *engaged learner*, bringing energy and enthusiasm to every class. To be an engaged learner, one must read assignments and learn key concepts well enough to be able to discuss them in class, and to be able to ask questions about concepts you did not understand in your readings. If you need to miss a class because of an emergency, you are expected to contact the instructor before the missed class or as soon as possible. *True emergencies are rare events*.

To demonstrate your understanding of the reading, as well as consider applications of the readings, you will also be asked to

contribute to *Discussions of the Day*. The *Discussion of the Day* question about the readings will be included in your course schedule. It is your responsibility to be able to reply to the question thoroughly using knowledge acquired from the text and other readings, as well as to consider how this topic applies to your future career as a counselor or other professional roles. Discussions will be graded on demonstrated knowledge and application of learned material. While demonstrating use of the textbook material is required, simply regurgitating content from the text is not what I am looking for. I am looking for *your* thoughts about the topic based on what you learned from the assignment.

Submit your response to the Discussion of the Day Posts created in D2L> Communications > Discussions. These are due by Friday at midnight of the week they are assigned (DD1 = June 12th at midnight). See Participation Rubric for scoring.

2. Buros Mental Measurements Yearbook Assignment

For this assignment you will compare and contrast the quality of two assessments that assess similar constructs, so that you could adequately discuss if or how you would use them in your counseling practice. You will begin by visiting the following website <http://buros.unl.edu/buros/jsp/search.jsp> which will allow you to search titles of a multitude of assessments that have been professionally reviewed. Once you find the title of two assessments you would like to evaluate, note the volume of the *Buros Mental Measurements Yearbook* that contains the assessment. This book will give you extensive reviews of a comprehensive variety of assessments. You can visit the Krueger library and locate volume of the *Buros Mental Measurements Yearbook* that contains your chosen assessment and make a copy of it, or you can get the assessment review online through the Buros online site (it may have to be purchased by you). Write a brief compare and contrast paper (5-6 pages typed, double-spaced, APA format) detailing each assessment, such as reliability and validity measures, the norming sample/process, multicultural considerations, ease of administration, suggestions for use of the assessment, cost, etc. Then, explain how you would use each assessment in practice and your rationale for this decision. (Note: you may decide that the assessment is not useful in practice.) ***You must also locate journal articles about the assessments in order to gather more information to be included in your discussion of the assessment. This assignment will be submitted to the Dropbox on D2L.*** A sample exemplar can be found on D2L under Exemplar_Buros. See Buros rubric for scoring.

3. Psychological Assessment Administration and Report

For this assignment, you will conduct an initial interview, mental status exam, and practice administering three assessments that you will learn about in class. The combination of these three assessments allow you to assess a person's values, interests and personality, which may be used in counseling individuals in comprehensive ways as they often relate to interpersonal issues and intrapersonal

conflict at work, home and in school.

For this assignment you need to identify a mock client, *who is not your significant other or another student in the CED program*. With this client, you will: 1) obtain written informed consent (**see D2L for consent form**), 2) conduct an initial interview, 3) mental status exam, and 4) administer the three assessments to your participant in two sessions with the client. You will then score the assessments, and write a psychological report detailing the results of the assessments. After the assessment has been scored and the report has been completed, you will meet again with your mock client to share the results. **You will record your initial meeting with the client, to (a) give informed consent, (b) explain the purpose of the tests, and (c) 8 minutes of the initial interview, as well as (d) the administration of the results. The three assessments will be mailed to your home or address of choice. The consent form and all scored assessments will be mailed to Dr. Cigrand (must be postmarked by Course Schedule due date).**

The videotape recording must be uploaded to Mediaspace (for instructions, see <https://learn.winona.edu/MediaSpace>). **Paste the Mediaspace shareable link into the written psychological report, and upload the report to the D2L Dropbox.** A sample report that you can use as a template for your written report is included on D2L. Remember that this is a practice exercise, and that the results are not conclusive.

****Please note: this assignment takes some time, coordinate early with the mock client, and please plan accordingly. It is important that no assessments are administered until you've been instructed on how to deliver them, score them and interpret the results. To do so would be unethical.***

4. Final Exam

A Final Exam will be given over the course of the semester. This exam will give you the opportunity to demonstrate your knowledge of the course readings, classroom discussion, lectures and activities. It will be administered online through D2L, and will be made available to you on the days it is scheduled on the course schedule.

B. Grading for Course

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your final grade. The percentage system. →

Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

D = 69% or below

Final Grades are based on the following weighted percentages:

- | | |
|---|-----|
| 1. Attendance, Participation and Discussion of the Day | 15% |
| 2. Psychological Assessment Administration and Report | 25% |
| 3. Buros Mental Measurements Yearbook Assignment | 25% |
| 4. Final Exam (Basic Concepts, Academic Assessment, Career Assessment and Mental Health Assessment) | 35% |

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100.

The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595.

Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

X. COURSE RUBRICS/ASSESSMENT TOOLS

CIGRAND CE
620

RUBRIC SCORING

ATTENDANCE/PARTICIPATION /DISCUSSION OF THE DAY

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
ATTENDANCE	Student was present and on time for every class.	Student was significantly late for 1 -2 classes, but provided instructor with a reasonable excuse.	Student was absent for 1 class but provided instructor with a reasonable excuse.	Student was absent for more than 1 class and/or significantly late for an additional classes, or did not provide a reasonable excuse for not attending.
DEPTH OF DISCUSSION OF THE DAY	Student brought original thought and perspective to class discussions and integrated course readings and other learning or experiences to five of Discussion of the Day forums.	Student participated verbally and/or in written form to all 5 Discussion of the Day forums.	Student participated verbally and/or in written form to 4 Discussion of the Day forums.	Student struggled participated in less than 4 Discussion of the Day forums or did <u>not</u> apply discussions in a thoughtful way (regurgitated information from text).
LEVEL OF ENGAGEMENT AND DISPOSITION	Student was fully engaged and actively involved during every class. They also worked cooperatively and well with many of their peers. Asked questions as appropriate.	Student often participated freely in class, asked questions, and participated in discussions/work with peers cooperatively.	Student sometimes participated in class without being prompted but was reluctant to join in discussions/work with peers.OR Student dominated the class or took away from others' learning.	Student rarely participated in class discussions or asked questions. Interaction with peers was minimal.
PREPARATION	Student is always prepared for class with completed assignments, necessary materials and applications of material to class. Student has also sought additional help between classes if necessary.	Student is usually prepared for class with completed assignments, necessary materials, and applications of material to class. Student has also sought additional help between classes if necessary.	Student seems occasionally prepared for class and discussion, and has the required materials. May have needed extra time to complete assignments before turning them in.	Student seems regularly unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials. Needs extended time more than once (without emergency situation).

Overall Score

Level 4
15 or more

Level 3
11 or more

Level 2
7 or more

Level 1
0 or more

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Structure, Formatting and Writing	The student demonstrates use of APA formatting and citation consistently throughout the paper with 0 to less than 5 errors. The structure and writing of the paper allows for the reader to clearly understand the major components of each test.	The student demonstrates use of APA formatting and citation consistently throughout the paper with few to several errors. The structure and writing of the paper allows for the reader to understand the major components of each test.	CE 620: TESTS & MEASUREMENTS, Instructor Name 13 The student demonstrates use of APA formatting and citation inconsistently throughout the paper with several errors. The structure and writing of the paper impedes the reader from understanding some of the components of each test or one or more major components are left out.	The student does not show much of an attempt to use APA formatting or citing in the paper, or errors are many. The structure and writing of the paper impedes the reader from understanding the tests, and/or major components of each test are left out.
Understanding of Assessment	The student demonstrates sound understanding of assessment terms by utilizing 8-10 of them correctly in the assignment.	The student demonstrates sound understanding of assessment terms by utilizing 6-7 of them correctly in the assignment.	The student demonstrates some understanding of assessment terms by utilizing 4-5 them correctly in the assignment, or inconsistently uses them in context.	The student has difficulty in understanding assessment terms by using less than 3 in the assignment, or using them incorrectly throughout the assignment.
Comparison/Contrast	The student can evaluate assessment measures by discriminating the strengths and weaknesses of both assessments accurately based on reviews and psychometric properties of both tests.	The student can evaluate assessment measures by discriminating the strengths and weaknesses of both assessments accurately based on reviews and psychometric properties, but does not differentiate uses for practice.	The student can evaluate assessment measures by comparing and contrasting a few of the strengths and weaknesses of each assessment.	The student cannot evaluate assessment measures by comparing and contrasting the strengths and weaknesses of each assessment accurately.
Overall Evaluation of Tests	The student can describe potential uses of both tests and apply these ideas <i>creatively</i> to practice in their program of study.	The student can describe potential uses of both tests and apply these ideas to practice in their program of study.	The student has difficulty articulating the potential uses of one or both tests, yet can apply them to practice in useful ways.	The student has difficulty articulating the potential uses of one or both tests, and cannot or has not applied them to practice in useful ways.

<p>Research Support</p>	<p>The student has completed research on the assessments (more than 2 articles per assessment) and has integrated that research to enhance clinical understanding of the assessments discussed.</p>	<p>The student has completed research on the assessments (2 articles per assessment) and has integrated that research to enhance clinical understanding of the assessments discussed.</p>	<p>The student has completed research on the assessments (less than 2 articles per assessment) and has integrated that research to enhance clinical understanding of the assessments discussed.</p>	<p>The student has not completed additional research on either assessment, has not used professional literature to expand clinical understanding of the assessments, or has not applied the research to the discussion of the assessments.</p>
<p>Overall Score</p>	<p>Level 4 15 or more</p>	<p>Level 3 11 or more</p>	<p>Level 2 7 or more</p>	<p>Level 1 0 or more</p>

Category/Criteria	CE620 Psychological Assessment and Report Project Grading Criteria	Points earned/ Points Possible	SCORE
Informed Consent	All elements of consent discussed: limits of confidentiality, supervised practice, use of results	10	
Structured Interviewing and Mental Status Exam	Demographic information, Behavioral observations, Professionalism, Intake Interview and Mental Status Exam documents complete, accurate, and with useful information for comprehensive assessment	20	
Assessment 1 (administration/results)	Purpose of the test and directions explained in an understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
Assessment 2 (administration/results)	Purpose of the test and directions explained in an understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
QOLI (administration/results)	Purpose of the test and directions explained in an understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
Psychological Report and Administration of Results	Professionally written and delivered; Correct grammar and usage; Proper use of assessment terms and score choice; Integration of all assessment results including assessment and score description, Recommendations fit results, creatively and accurately connect to various aspects of client and are communicated in a sensitive and useful way. Appropriate referrals noted.	25	
<i>Total points</i>	See Comments below and on assessments for specific feedback.	100	/100

IX. COURSE SCHEDULE

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Readings and Presentations	Assignments
June 1	History of Testing and Assessment; Ethical, Legal and Professional Issues in Assessment	7a; 7m	Chapter 1 and 2 PP: Principles of Assessment PP: Ethics of Assessment	
June 8	Principles of Assessment: Validity, Reliability, Scoring, Score Interpretation	7f-h,	Chapter 5, 6, 7 PP: Basic Stats Review	DD1: Why is an understanding of psychological assessment crucial to the role of the counselor?
June 15	Assessment Practices; Types of Bias in Assessment	<i>3n</i>	Code of Fair Testing Practices in Education^ ASCA Position Statement on High Stakes Testing^ PP: Assessing Assessments PP: Multicultural Issues in Assessment	DD2: Explain why a multimodel approach to assessment should be used whenever possible in counseling, diagnosis and treatment of a client.
June 22	Academic & Intelligence Assessments; Informal Assessments; Considerations for Persons with Disabilities and/or Giftedness	3h; 7i, 7j <i>1e</i>	Chapter 8, 9, 12 PP: Assessment of Intelligence PP: Academic Assessments	
June 29	Catch up week			Buros Mental Measurement Yearbook Assignment due
July 6	Career Assessments	4c,e,i,j; 7i <i>1e, 3e</i>	Chapter 10 PP: Career Assessment	DD3: Explain the differences between career assessments that focus on the process of making career decisions versus those that focus on the content of career decisions.

July 13	Conducting Assessment Interviews	5b; 7b-7e 1e, 3a	Chapter 3 and 4; Myth of Mental Illness^ PP: Assessment of Mental Health PP: Assessment Protocol	DD4: Who are we to make Tx diagnoses? Video: Emil
July 20	Clinical Assessment of Personality; Assessment of Abuse, Addiction, Suicide, and Systemic Factors	5l, 7k, 7i, 7k-l 1e, 3a, 2i	Chapter 11 PP: Suicide Risk Assessment PP: Personality Measures	
July 27				Psychological Assessment and Report Postmarked July 27, 2020. Final Exam Dates/Times TBD
BOLD DATES DENOTES CLASS MEETING FROM 5-8PM VIA ZOOM ^ = Reading can be found on D2L>Content>Assigned Readings				