University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

Course Syllabus
COU 5314 Assessment of Individuals and Families
Spring 2018
Hybrid

Instructor Information
Elizabeth Hennington, Ed.D.
Office Location: Behavioral Sciences Building, Room 111-B
Office Hours: By appointment
Phone: 806-720-7848
Email: Beth.Hennington@lcu.edu

Course Description
An examination of the major individual, marital, and family assessment strategies and instruments. Students will receive training in the use of both testing and non-testing approaches to assessment and appraisal. Attention will be given to the relationship between assessment, diagnosis, and treatment planning.

Learning Outcomes
Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.7.a.</td>
<td>ASSESSMENT AND TESTING</td>
<td>historical perspectives concerning the nature and meaning of assessment and testing in counseling</td>
<td>Lecture, videos, course readings; Discussion board and exams</td>
</tr>
<tr>
<td>2.F.7.b.</td>
<td>ASSESSMENT AND TESTING</td>
<td>methods of effectively preparing for and conducting initial assessment meetings</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, FBA simulation, counselor interviews and case study report</td>
</tr>
<tr>
<td>2.F.7.c.</td>
<td>ASSESSMENT AND TESTING</td>
<td>procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</td>
<td>Lecture, videos, course readings; Discussion board; exams and test administration</td>
</tr>
<tr>
<td>2.F.7.d.</td>
<td>ASSESSMENT AND TESTING</td>
<td>procedures for identifying trauma and abuse and for reporting abuse</td>
<td>Lecture, videos, course readings; Discussion board; exams and test administration</td>
</tr>
<tr>
<td>2.F.7.e.</td>
<td>ASSESSMENT AND TESTING</td>
<td>use of assessments for diagnostic and intervention planning purposes</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment</td>
</tr>
<tr>
<td>2.F.7.f.</td>
<td>ASSESSMENT AND TESTING</td>
<td>basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration, FBA simulation, and case study report</td>
</tr>
<tr>
<td>2.F.7.g.</td>
<td>ASSESSMENT AND TESTING</td>
<td>statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>Lecture, videos, course readings; Discussion board; exams and assessment scavenger hunt</td>
</tr>
<tr>
<td>2.F.7.h.</td>
<td>ASSESSMENT AND TESTING</td>
<td>reliability and validity in the use of assessments</td>
<td>Lecture, videos, course readings; Discussion board; exams and assessment scavenger hunt</td>
</tr>
<tr>
<td>2.F.7.i.</td>
<td>ASSESSMENT AND TESTING</td>
<td>use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration, FBA simulation, counselor interviews and case study report</td>
</tr>
<tr>
<td>2.F.7.j.</td>
<td>ASSESSMENT AND TESTING</td>
<td>use of environmental assessments and systematic behavioral observations</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration, FBA simulation and case study report</td>
</tr>
<tr>
<td>2.F.7.k.</td>
<td>ASSESSMENT AND TESTING</td>
<td>use of symptom checklists, and personality and psychological testing</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration and case study report</td>
</tr>
<tr>
<td>2.F.7.l.</td>
<td>ASSESSMENT AND TESTING</td>
<td>use of assessment results to diagnose developmental, behavioral, and mental disorders</td>
<td>Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration, FBA simulation and case study report</td>
</tr>
</tbody>
</table>
Please note: All concepts in this following course are taught from a multi-cultural perspective emphasizing an understanding of diverse cultural experiences and how those can affect behavior, diagnosis and outcomes within the counseling profession.

Teaching Methodology
This course utilizes, but is not limited to, the following instructional methods: Lecture, online readings, exams, media, case conceptualizations, discussion, simulations, test administration and interpretation, research related to evidence-based treatment, interviews, and formal papers.

Required Text and/or Materials


All course textbooks can be purchased online through our Virtual Bookstore located at http://chaplink.LCU.edu. Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.

Other Resources and/or Suggested Readings


| 2.F.7.m. | ASSESSMENT AND TESTING | ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration and case study report |
| 5.C.1.e. | FOUNDATIONS | psychological tests and assessments specific to clinical mental health counseling | Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration and case study report |
| 5.C.3.a. | PRACTICE | intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Lecture, videos, course readings; Discussion board; exams, assessment scavenger hunt, test administration and case study report |
Course Policies

Class Attendance and Participation

Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.

Class Materials

All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e. publishing to a website, distribution to others, etc.) may constitute copyright infringement.

Late Assignments

All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

Incompletes

PR—In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

Residency Attendance Mandatory

Your presence is mandatory at all residency portions of this class. Any absence or non-participation from the residency class is grounds for failure of the entire class.

Tracking Grades
Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

Department of Psychology and Counseling Writing Expectations

Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

Academic Integrity

LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.

Standards of Student Conduct

With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:
1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates—both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Library Resources

Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344
For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

Services for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

Concerning Violence, Harassment or Stalking
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state’s civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX
Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading
The hybrid course is divided into 8 weeks online and one residency week on campus. For the hybrid course, please follow the schedule as demonstrated on your current syllabus and Moodle course schedule. The on-campus course is divided into 16 weeks.

1. Discussions (20% of grade). This course is designed to be a collaborative learning experience using Discussion Forums. Your participation is vital to the learning taking place and represents in class discussion you may have. Yellowdig Discussion Forum (DQ x 8): This course is designed to be a collaborative learning experience using the Yellowdig app. As future administrators, I think you can learn a lot from each other’s experiences and use that information to make you better at what you do. Each week, three students (we will sign up for weeks) will post something they feel is pertinent to the class. These posts must be relevant to counselors and relevant to understanding the development of human behavior in a deep way. I’ll put some various topics for us to understand further to choose from and you go digging away on the World Wide Web.
   - Examples of things to share:
     - Peer-reviewed research: Maybe a PDF of an interesting article (within last 5 years) on the topic
Discussion topics include:

- Litigation that recently occurred on a related topic
- Video on the topic of the week
- Breaking news on the topic
- A well-known author or website that gives more in-depth information on the topic
- Pictures with descriptions related to the topic
- The entire class is expected to respond to their peers (the 3 posts) in a relevant way for each week

- **More substantive posts and comments will receive an instructor badge which can boost your score 20 points for the week. This icon looks like a little badge/ribbon and will be highlighted in yellow when it is received.**
- **Less substantive posts may receive a reduction in possible points (indicated by the circle with a slash through the center). This icon will be highlighted red if you received a deduction.**

II. **Quizzes:** (40% of grade). You will be required to complete a multiple choice quiz over the reading and media presentations each week. This is an open book quiz but will help give you a better understanding of assessment procedures and testing vocabulary as well as prepare you for your CPCE. You will have two attempts for each quiz. The higher of the two grades will be recorded. Please utilize the PDF study guide before taking each quiz.

III. **Assignments** (15% of grade). Students will complete three assignments to enhance their skills in assessment for counselors.

   A. **Assessment Scavenger Hunt:** You will use the Buros Testing website to complete your scavenger hunt developing skills needed to determine which assessments are appropriate for your client.

   B. **Functional Behavioral Assessment (FBA):** You may find the FBA simulation at [https://iris.peabody.vanderbilt.edu/module/fba/](https://iris.peabody.vanderbilt.edu/module/fba/)

   C. **Interview with Counselors:** You will interview three counselors regarding the assessments they use in their current practice.

IV. **Case Study Report** (25% of grade). One case study will be completed during the summer residency. Students will interpret assessments, make observations, diagnose, and design a treatment plan for their client. In this course it is important that you understand the position of a client in the assessment process so we will be completing assessments on each other within the course. All information is confidential in this setting and should remain confidential per the ACA code of ethics and professional conduct. Remember, you may share only the information you are comfortable sharing for the residency requirements in this course. 

   - If a student counselor shares their client assessment information outside of the class, it is a violation of the ethical code of conduct for a professional counselor and will result in disciplinary action by the instructor and the chair of the department.

   For residency, students will:
   1. Give an intake assessment
   2. Give an informal mini-mental status exam
   3. Give a minimum of 5 formal assessments (BAI, BDI, MCMII-III, NEO-PR-3, Keirsey Temperament Sorter, KBIT-II, and/or BASC-II).
   4. Interpret the 5 various assessments based on information from intake and assessments.
   5. Design a treatment plan for your client based on the assessment and interpretation results.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Assignments</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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A 90-100%
B 80-89%
C 70-79%
F 69% and lower

Report Writing Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Total Possible = 100</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor : Must Redo</th>
</tr>
</thead>
</table>
| **Identifying Information/ Reason for Referral (10pts)** | All pieces of identifying information is included or information given from case study. Two to three sentences regarding the reason for referral is stated clearly.  
  - Name  
  - Address  
  - Phone  
  - Date of Birth  
  - Chronological Age at the Time of Testing  
  - Referred By  
  - Date/s of Testing  
  - Date of Report  
  - Examiner | Most identifying information is included. One to two items are missing. One to two sentences regarding the reason for referral is stated. | A significant number of items are missing. Reason for referral is unclear. |
| **Background Information (10pts.)** | Background information is clearly stated and includes family history, developmental history, academic history and social history under appropriate headings. | Background information is somewhat clearly stated and includes family history, developmental history, academic history and social history under appropriate headings. Mental status exam is not evident. | Background information is unclear or does not include all areas (family, development, academic, and social history). |
| **Mental Status Exam (10pts.)** | Concise and comprehensive qualitative observations based on a mental status exam are stated in a clear manner and give a stronger picture of the "whole client". Used appropriate vocabulary for MSE. | Qualitative observations based on a mental status exam are stated in a somewhat clear manner and give a better picture of the "whole client". | No qualitative observations are shared. No classroom observations is found. |
| Test Description/ Evaluation Table (15 pts.) | Description of assessment instrument is provided. Headings are used with adequate descriptions provided. Tabular presentation is easy to read and includes clusters and subtests, one type of scores (SS, PR, T-Scores) and the qualitative description of the score (mild, moderate, average, etc.). | Description of assessment instrument is provided. Headings are not clearly discernable. Tabular presentation is easy to read and includes the clusters, subtests, and one type of scores (SS, PR, T-Scores). Missing scores or qualitative description. | Assessment instrument identified but not described. Report is not clearly defined by subtests/descriptions. Tabular presentation is unclear and doesn't includes the clusters, subtests, or types of scores (SS, PR, T-Scores). |
| Test Results (15 pts.) | Well organized. Includes headings and subheadings with formatting to distinguish sections. Skills that are described provide a comprehensive description of student functioning and are age appropriate. Results from scores are presented and explained clearly. Clusters that are explained are unitary, if not, performance on subtests are described as deemed appropriate by the testing company. Guidelines from testing company are followed. Specific scores are used within test and subtest descriptions (ex. T=74). | Somewhat organized. Sections are separated. Description of student performance is not comprehensive but skills included in the report are age-appropriate. Results from scores are presented and explained clearly. Most clusters explained are unitary, if not, performance on subtests are described. Some scores are used in test and subtest descriptions (ex. T=74). Missing 1-2 parts. | Poorly organized. Little to no separation identifying individual components. Description is minimal; skills identified are limited and age inappropriate skills are included. Results are unclear and scores are not presented. Explanations are unclear. Clusters explained are not unitary. No scores are used within test and subtest descriptions (ex. T=74). |
| Summary/ Conclusions (15 pts.) | Implications derived from assessment data and supported by other data collected. Scores are used within test descriptions. The student has gained a significant understanding of the concepts and applications of report writing. The summary is clear and easy to understand. | Implications derived from assessment data but not supported by other data collected. Some scores are used within test descriptions. The student has gained some understanding of the concepts and attempts to apply them. Summary is technical and hard to follow but shows some understanding of the concepts addressed. | Few implications derived from assessment data and are not supported by other data collected. No scores are used within test descriptions. The student has limited understanding of the concepts. Summary is difficult to follow and shows limited understanding of the report writing concepts. |
| Recommendations (15pts.) | Treatments suggested are appropriate for the client, clearly written | Treatments suggested are unclear and may not be appropriate for | No treatments were suggested or all confusing |
and involve the client and/or family. Long-term goals and short-term objectives are operational in their definition. the client and/or family. Long-term goals and short-term objectives are not measurable.

| Overall Appearance (10pts.) | Appropriate word usage. Complete sentences or bullets when appropriate. Appropriate capitalization. Appropriate use of grammar. Typed. Appropriate use of alignment, spacing. No spelling errors. | Word usage, sentence structure, grammar, punctuation is adequate but the report does include errors. Typed report but quality issues are present (e.g., spacing, alignment, typing). | Many errors in word usage, sentence structure, grammar, or punctuation. Report is not well organized because of spacing, alignment, typing. |

**Instructional and Outside Work Estimate**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class reading/media (or textbook, articles, test administration books and media)</td>
<td>70 hrs.</td>
</tr>
<tr>
<td>Course discussions/assignments</td>
<td>24 hrs.</td>
</tr>
<tr>
<td>Quizzes (PDF/2 attempts)</td>
<td>16 hrs.</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>Residency</td>
<td>20 hrs.</td>
</tr>
<tr>
<td><strong>Total time spent</strong></td>
<td><strong>135 hrs.</strong></td>
</tr>
</tbody>
</table>

**Tentative Schedule and/or Due Dates**

Hybrid schedule

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| **Week 2** | **Is it Reliable and Valid for my Client?** | **Reading:** Whiston-Chapters 3-4  
Media: Reliability and Validity in Assessment  
Website: Buros Center for Testing retrieved at [http://buros.org/test-reviews-information](http://buros.org/test-reviews-information)  
Yellowdig DQ: Reliability and validity in testing, what the numbers in standard testing mean, how to choose the right assessment for your client, cultural considerations for testing  
Assignment: Assessment Scavenger Hunt  
Quiz 2: Chapters 3-4 | 2.F.7.a.  
2.F.7.b.  
2.F.7.e.  
2.F.7.g.  
2.F.7.h.  
2.F.7.i.  
2.F.7.m.  
5.C.1.e. |
| **Week 3** | **Test Selection** | **Reading:** Whiston-Chapters 5-6  
Yellowdig DQ: Communicating results with clients, Why should counselors test, litigation against counselors, psychotherapists testifying in court  
Quiz 3: Chapters 5-6 | 2.F.7.e.  
2.F.7.i.  
2.F.7.j.  
2.F.7.m.  
5.C.1.e. |
| **Week 4** | **What does IQ and Achievement tell us about a Client?** | **Reading:** Whiston-Chapters 7-8  
Media: Controversy of Intelligence: Crash Course Psychology  
Media: Pearson Clinical Training: BASC-III  
Yellowdig DQ: intelligence testing bias, how does intelligence testing and achievement testing inform counseling, working with individuals with disabilities in counseling, modifying tests for clients, when formal testing is not appropriate  
**Quiz 4:** Chapters 7-8 | 2.F.7.a.  
2.F.7.e.  
2.F.7.f.  
2.F.7.h.  
2.F.7.i.  
2.F.7.k.  
2.F.7.l.  
2.F.7.m.  
5.C.1.e. |
| **Week 5** | **Careers and Personality** | **Reading:** Whiston-Chapters 9-10  
Media: The Contextual Interpretation of the MCMI-IV  
Media: Overview of the Millon Adolescent Clinical Inventory (MACI)  
Yellowdig DQ: results of choosing the wrong test for clients, Personality assessment, any specific tests and results from criminal arrests (Jeffrey Dahmer/Charles Manson, etc. are pretty interesting), Functional Behavior assessments and how to use them  
**Assignment:** IRIS Module-FBA Simulation  
**Quiz 5:** Chapters 9-10 | 2.F.7.e.  
2.F.7.h.  
2.F.7.i.  
2.F.7.j.  
2.F.7.k.  
2.F.7.l.  
2.F.7.m.  
5.C.1.e. |
| **Week 6** | **Family Assessment and Individual Diagnosis** | **Reading:** Whiston-Chapters 11-12  
Media: Using Family Sculpting in Assessment and Therapy  
Media: Genograms  
Yellowdig DQ: Misunderstanding clients due to cultural diversity, Disabilities in family therapy, Any type of family therapy or techniques to use  
**DQ:** Counselor Interviews  
**Quiz 6:** Chapters 11-12 | 2.F.7.f.  
2.F.7.i.  
2.F.7.j.  
2.F.7.k. |
| **Week 7** | **The Ethics Behind It** | **Reading:** Whiston-Chapters 13-14 | 2.F.7.b.  
2.F.7.c.  
2.F.7.e. |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Diagnosing Diverse Populations and Future Directions</th>
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<tr>
<td>Media: Psychiatry-Suicidal Behavior</td>
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<td>Media: Assessment Methods for Assessment Suicide Prevention Risk</td>
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<tr>
<td>Yellowdig DQ: Career testing and how to use it, Suicide assessment, Mental Illness and diagnosis</td>
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<td>Quiz 7: Chapters 13-14</td>
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<td>Reading: Whiston-Chapters 15-16</td>
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<td>Media: A Beginner’s Guide to Internet, Digital and Social Media Ethics for Counselors and Psychologists</td>
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<tr>
<td>Yellowdig DQ: Technology and counseling, social media and counseling, apps to use for clients/record keeping, report writing</td>
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<tr>
<td>Quiz Chapters 15-16</td>
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<tr>
<th>Residency</th>
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<tbody>
<tr>
<td>Monday: Intakes and Mini-Mental Status Exam/Test Selection/ Professional Standards</td>
</tr>
<tr>
<td>Tuesday: Personality-Myers Briggs/Keirsey/NEO-PI-3/Interpretation and Report Writing</td>
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<tr>
<td>Wednesday: IQ/Achievement WJ-IV/WISC and WIAT/Kaufman/BASC/MMP I/MCMCI</td>
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<tr>
<td>Thursday: BDI/BAI/Marriage Assessments/Genograms; NEO jobs/Myers-Briggs/Keirsey Career Interpretations</td>
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<tr>
<td>Friday: Case Study Interpretation/Diagnosis/Intervention/Treatment Planning/Report Writing</td>
</tr>
<tr>
<td>Case Studies will be completed daily in addition to learning to administer various tests this week</td>
</tr>
<tr>
<td>Assignment (Due at the end of the week on Sunday midnight): Psychological Report</td>
</tr>
</tbody>
</table>

2.F.7.a. 2.F.7.b. 2.F.7.c. 2.F.7.d. 2.F.7.e. 2.F.7.f. 2.F.7.g. 2.F.7.h. 2.F.7.i. 2.F.7.j. 2.F.7.k. 2.F.7.l. 2.F.7.m. 5.C.1.e.