



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL
PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7373-02-7

Course Title: Integrative Assessment

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2022

Course Credits: 03

Class Meeting Days: Thursdays

Class Meeting Hours: 9:00am-12:00pm

Class Location: Kieffer Hall, rm. 9

Instructor Name: Kathryn Chun, Ph.D.

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Office Location: Behavioral Science Building, rm. 103

Office Hours: Tuesdays 1:00-4:00pm; Thursdays 1:00-4:00pm; other times by appointment

University Course Catalog Description and Overview

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations. This course provides training in Integrative Assessments that will support the assessments students conduct with patients in their diagnostic practicum. Topics covered include general principles and issues in Integrative Assessment and provides training in the integration of the results of cognitive/learning tests, objective personality/emotional tests, and projective tests with the relevant patient background data, clinical and behavioral presentation, family and social history, and the collateral data necessary to complete a comprehensive integrative assessment of the patient's psychosocial functioning and the development of evidence based recommendations. The class includes laboratories in which the analysis and the interpretation of the patient's domains of psychosocial functioning skills can be practiced.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.

2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students competently administer, score, and interpret the results obtained from psychological testing instruments for cognitive/learning, and objective and projective personality/emotional domains, and integrate this data with other assessment measures, as well as behavioral and qualitative information, into well-written, evidence-based, integrative psychological report format. These integrative reports are consistent with professional and ethical standards and effectively assess and conceptualize the strengths and problems of patients from diverse and marginalized populations. (Competency 2, 7)
2. Students critique, draw conclusions from, and apply knowledge of test development and measurement theory when investigating clinical phenomena and in the practice and science of integrative psychological assessment. (Competency 6)
3. Students consider, judge, select, and apply knowledge of appropriate evidence-based psychotherapeutic techniques by comparing and contrasting therapeutic options, defending and analyzing their selections, and implementing their choices appropriately with diverse patients. (Competency 4, 7)
4. Students will critically think and integrate test results, interview data, and history into a meaningful understanding of the patient, as measured by their writing and presentations of integrative psychological evaluation reports. (Competency 2)
5. Students develop their understanding of the legal and ethical issues and pitfalls associated with conducting integrative psychological evaluations, by addressing ethical dilemmas, considering potential solutions to them, and initiating consultation as needed to propose and execute ethical solutions. (Competency 1)
6. Students competently assess diverse patients (broadly defined to include issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social-economic status). Students appreciate the impact of individual and cultural diversity on assessment methods and integrative psychological assessment services, as well as incorporation of Marianist values of service and justice. (Competency 4, 11)
7. Students provide consultation on the results and impact of the comprehensive integrative assessment report to assist in treatment development and case decisions. (Competency 9).

Required Learning Materials

Required Textbooks

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text revision)*. Washington, D.C.: APA. ISBN: 978-0-89042-576-3
- Harwood, T.M., Beutler, L.E. & Groth-Marnat, G. (2011). *Integrative assessment of adult personality (3rd ed.)*. The Guilford Press. ISBN-13: 978-1462509799

Required Readings

- Borden, K. (2017). Contemporary Assessment Practices Part 1: General and Diversity Issues. *Professional Psychology: Research and Practice*, 48, 2, 71–72. <http://dx.doi.org/10.1037/pro0000141>
- Borden, K. (2017). Contemporary Assessment Practices Part 2: Special Populations, Settings, and Methods. *Professional Psychology: Research and Practice*, 48, 4, 225–226. <http://dx.doi.org/10.1037/pro0000158>
- Bottini, S. Polizzi, C., Vizgaitis, A. and Ellenberg, A., and Krantweiss, A. (2019). When Measures Diverge: The Intersection of Psychometric Instruments and Clinical Judgment in Multimodal Adult Attention-Deficit/Hyperactivity Disorder Assessment. *Professional Psychology: Research and Practice*, 50, 6, 353–363. <http://dx.doi.org/10.1037/pro0000248>
- Choy, S. J. and Dodd, D. (1976). Standard-English-Speaking and Nonstandard Hawaiian- English-Speaking Children: Comprehension of Both Dialects and Teacher's Evaluations. *Journal of Educational Psychology*, 6, 2, 184-193. <http://dx.doi.org/10.1037/0022-0063.68.2.184>
- King, C., Heilbrun, K., Kim, N., McWilliams, K., Phillips, S., and Barbera, J. (2017). Tablet Computers and Forensic and Correctional Psychological Assessment: A Randomized Controlled Study. *Law and Human Behavior*, 41, 5, 468–477. <http://dx.doi.org/10.1037/lhb0000245>
- Laher, S. and Cockcroft, K. (2017). Moving From Culturally Biased to Culturally Responsive Assessment Practices in Low-Resource, Multicultural Settings. *Professional Psychology: Research and Practice*, 48, 2, 115–121. <http://dx.doi.org/10.1037/pro0000102>
- Luxton, D., Pruitt, L., and Osenbach, J. (2014). Best Practices for Remote Psychological Assessment via Telehealth Technologies. *Professional Psychology: Research and Practice*, 45, 1, 27–35. <http://dx.doi.org/10.1037/a0034547>
- Sellbom, M., Tellegen, A. (2019). Factor Analysis in Psychological Assessment Research: Common Pitfalls and Recommendations. *Psychological Assessment*, Advance online publication. <http://dx.doi.org/10.1037/pas0000623>
- Solomon, D., Heck, N., Reed, O., Smith, D. (2017), Conducting Culturally Competent Intake Interviews With LGBTQ Youth. *Psychology of Sexual Orientation and Gender Diversity*, 4, 4, 403–411. <http://dx.doi.org/10.1037/sgd0000255>
- Spengler, P. and Pilipis, L. (2015). A Comprehensive Meta-Reanalysis of the Robustness of the Experience - Accuracy Effect in Clinical Judgment. *Journal of Counseling Psychology*, 62, 3, 360–378. <http://dx.doi.org/10.1037/cou0000065>
- Stewart, R., Tuerk, P., Metzger, I. and Davidson, T., and Young, J. (2016). A Decision-Tree Approach to the Assessment of Posttraumatic Stress Disorder: Engineering Empirically Rigorous and Ecologically Valid Assessment Measures. *Psychological Services*, 13 (1), 1–9. <http://dx.doi.org/10.1037/ser0000069>
- Trent, E., Zamora, I., Tyree, A., and Williams, M. (2018). Clinical Considerations in the Psychological Assessment of Bilingual Young Children. *Professional Psychology: Research and Practice*, 49, 3, 234–246. <http://dx.doi.org/10.1037/pro0000195>

Course Requirements

- 1) Attendance and Assignments: Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Students should be in class on time. Any unexcused absences will minimally result in a deduction of 10% of max number of

points for the final grade, and may result in the loss of credit for the course (two or more). The qualification of what is or is not excusable remains at the instructor's sole discretion. It is the responsibility of the student to notify the instructor to request an excused absence prior to the absence or as soon as possible for illness. All assignments need to be turned in on-time, by the start of the class when the assignment is due. Late reports will be penalized with a 10% reduction of total points for **each** day the assignment is late. If you do not turn in an assignment, your course grade will be lowered by 10% of the total maximum of the final course points.

- a) Student Interactions: All of the Assignment and group activities are organized to promote professional student interactions, assist in developing a sense of class cohesion and support, and establish trust in sharing perceptions of each skill being taught in the course.
- 2) Assessment Journal Article Discussion Leading: In assigned teams, students will lead the class discussion on one assessment journal article, selected from the assigned readings for the class. Discussions will be approximately 20 minutes in duration.
- 3) Completion of one Integrative Psychological Assessment Report written in the HSPP Assessment Report format (see HSPP Assessment Report Template), based on raw data (clinical interview, cognitive assessment, objective personality assessment, projective personality assessment, and additional assessment consistent with "client concerns") from a volunteer.
 - a) The report will be submitted in domain sections, each with their own due date (Cognitive Domain; Emotional Functioning and Personality Domain; Specialty Assessment Domain), and then the final compiled integrative report (including cultural, cognitive, affective, biological, and developmental information) will be submitted. Each domain should include cultural/diversity factors integrated into the section. The raw data will be submitted with each report. Due to the confidential nature of the data and reports presented in class, all identifying information needs to be changed/deleted (sanitized) before submission of the report. The integrative report must be consistent with professional and ethical standards and demonstrate effective assessment and conceptualization of the strengths and problems of patients from diverse and marginalized populations. The domain sections, raw data, and the report need to be reviewed by the course TAs before submission to ensure that they are sanitized.
 - b) The report should be single-spaced, typed, utilizing a standard 11- or 12-point font size, with a space between each paragraph and each domain. Be sure to spell check and grammar check all reports. Also, ensure that your name, due date, and data set name (made-up patient name/provider name) is on each page. The report should be emailed to the instructor in a Microsoft Word format before the start of the class day on which the report is due.
 - c) The consent form signed by the volunteer must accompany the report/raw data.
- 4) Case Presentation of Integrative Psychological Report
 - a) The oral case presentation should reflect your understanding of the case. This is an opportunity for you to verbalize your thinking process and provide a cogent and logical rationale for your formulation. Share your report with the class via your student Google Drive folder on the due date for the report. Do not read from your report, as your classmates will have a copy of your report. Follow the case presentation format as discussed in class. Plan on spending approximately 20 minutes for your presentation and another 5-10 minutes for questions and discussion. A grading matrix will be provided for the report and case presentation. One printed copy of the report and data set needs to be available for students to review during the presentation.
- 5) Provision of meaningful written feedback on peer reports & case presentation:
 - a) Feedback should be specific and should point out strengths and questions that may need to be answered for clarification of the report findings. Critical feedback is not simply a series of platitudes. The purpose is to provide your classmate with suggestions to improve the clarity or accuracy of the report and/or to present different viewpoints. You will use the Feedback Google Form sent to each student. This will assist you in developing your reflective supervision skills. All of the reports and test data are confidential and should not be discussed outside of the class. The reviews will be given to the presenter who will be responsible for removing class access to their report one week after their presentation.

- 6) Attend each Domain group lab (Cognitive Lab & Emotional/Personality Lab) to obtain assistance in writing the Domain sections and two Integrative Report TA sessions (one group & one individual) to obtain assistance in writing the Integrative Psychological Report.
- 7) Final In-Class Examination: The final examination will be the completion of a comprehensive integrated psychological assessment using a data set provided at the examination. The report will need to be written in the course format. You will be able to use the course textbooks, class lectures and handouts, and psychological tests reference books (cognitive/learning, objective personality/emotions and projective personality tests) during the examination to assist in your completion of the written report, which will demonstrate your competency in integration of psychological assessment data sources. You will have the entire 3 hours to complete the written examination.
- 8) Final Feedback Session: This is an opportunity in which the students will provide constructive feedback to the "Client" (the instructor playing the part of the volunteer client) regarding the Integrative Psychological Assessment Report.

Grading

Project/Assignment	Point Value
Assessment Journal Article Discussion Leading	CR/NC
Cognitive Assessment Domain	10
Emotional Functioning & Personality Assessment Domain	10
Additional Functioning Area Domain	10
Lab Attendance (all 4 labs/TA sessions) & Participation	10
Integrative Psychological Assessment Report	25
Case Presentation on Integrative Psychological Assessment Report	10
Written Feedback/Consultation to Peers	5
Final Exam (Integrative Assessment Report based on provided data)	15
Final Feedback Session to "Client"	5
Total	100

*Because this is a mastery level course you will need to turn in all of your assignments. If any of the assignments are missing, there will be a 10% deduction from your final points for your grade for each missing assignment. You will still need to complete the assignment to get credit for the course.

You will also need to complete the Integrative Assessment Report with an 80% or better to pass the course. If you do not receive at least an 80%, you will receive an incomplete grade and will have 2 additional opportunities to obtain at least 80% or you will not be able to pass the course. A remediation plan will be developed to assist the student in obtaining at least an 80%. Integration of information is critical to an Integrative Psychological Assessment Report. If a student fails to integrate cultural, cognitive, affective, biological, and developmental information in this report, they will not pass that assignment and, therefore, the class.

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100) A- = 3.67 (90-92)
 B+ = 3.33 (88-89) B = 3.00 (83-87) B- = 2.67 (80-82)
 C = 2.00 (70-79); Failed - No credit given F = 0.00 (\leq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment

of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/25	-Overview of Course -Introduction to Integrative Assessments -Introduction to HSPP Integrative Assessment Report Format -Reason for Referral -Sources of Information -Choosing Psychological Tests		
2	9/1	-Cultural & Diversity Factors Integration (Group Activity) -Integrative Clinical Interviews -Clinical & Behavioral Observations -Relevant Background Data	Harwood et al. text (Ch. 1, 12)	Conduct Cognitive Assessment with volunteer. Attend Cognitive Domain Group Lab with TA
3	9/8	-Review of Cognitive/Learning Assessment -Review of Objective/Projective Emotional/Personality Assessment	Harwood et al. text (Ch. 4, 5) Borden (2017) – both articles	Attend Cognitive Domain Group Lab with TA
4	9/15	-Response to Examination -Presentation of Self -Psychometrics, tests, measurement, & test selection criteria	Harwood et al. text (Ch. 2)	Cognitive Assessment Domain Section DUE
5	9/22	-Review of data sets -Group Activity on Data Integration	Harwood et al. text (Ch. 3)	Conduct Emotional/Personality Assessments & Specialty Assessment with volunteer. Attend Emotional/Personality Domain Group Lab with TA
6	9/29	Assessment Journal Article Discussions -Systematic Treatment Selection	1) Choy & Dodd (1976) article 2) Laher & Cockcroft (2017) article 3) Solomon et al. (2017) article 4) Trent et al. (2018) article	Specialty Assessment Domain Section DUE Attend Emotional/Personality Domain Group Lab with TA

7	10/6	-Ethical Considerations in Psychological evaluations (Group Activity) -Safety Issues (Suicide and Violence Risk)	Harwood et al. text (Ch. 11)	
8	10/13	-Prognosis -Measuring Change -Formulation -Recommendations (Group Activity) -Strengths-Based Reports	Spengler & Pilipis (2015) article	Emotional Functioning & Personality Assessment Domain Section DUE
9	10/20	Assessment Journal Article Discussions	1) Bottini et al. (2019) article 2) King et al. (2017) article 3) Luxton et al. (2014) article 4) Stewart et al. (2016) article	Attend Integrative Assessment Group Lab with TA
10	10/27	-Interpretation of IA report to Patient -Critical Review of Sample IA Report -Case Presentation Process -Reflective supervision	Harwood et al. text (Ch. 13)	Attend Integrative Assessment Individual Lab with TA
11	11/3	Group Activity on Full Integrative Assessment	Harwood et al. text (Ch. 14)	
12	11/10	Case Presentations on Integrative Assessment Reports		Integrative Assessment Report DUE
13	11/17	Case Presentations on Integrative Assessment Reports	Sellbom & Tellegen (2019)	
14	11/24	Thanksgiving Holiday		Written Feedback to Peers DUE
15	12/1	Final Exam (in class, open book)		
16	12/8	Final Feedback Sessions		Course/Instructor Evaluations Due Have a great winter break!