

**TROY UNIVERSITY**  
**PANAMA CITY CAMPUS - FLORIDA REGION**  
**COURSE SYLLABUS - CP 6645: EVALUATION & ASSESSMENT OF THE INDIVIDUAL**  
**TERM 3 : JANUARY 7 - MARCH 10, 2013**

**Instructor:** Kevin D. Pistro, Psy.D., CMHP  
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**Course Number:** CP 6645

**Course Title:** Evaluation & Assessment of the Individual

**Semester Hours:** 3 hours

**Pre-requisites:** CP 6691, EDU 6691, or advisor's approval

**Meeting Day / Times:** Weekend in-classroom format - Fridays: 5 to 10 p.m.; Saturdays 8 a.m. to 6 p.m.

**January 25 & 26**

**February 15 & 16**

**March 8 & 9**

**CATALOG COURSE DESCRIPTION:** The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves the integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment.

**GOALS AND OBJECTIVES OF COURSE :** The Teacher Education Program and Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate:

(A) knowledge of:

1. Appraisal methods and procedures, including but not limited to the following:
  - a. Assessing groups and individuals [ASDE: 290-3-3-.51 (2)(a)3].
  - b. Gathering data and information.
  - c. Selecting and using valid and reliable instruments.
  - d. Using appraisal results in counseling students and in consultation with parents, teachers, and administrators
  - e. Limitations of appraisal, including current issues and trends
  - f. Legal and ethical issues in assessment
  - g. Evaluation of personality, interests, and behavior [ASDE: 290-3-3-.51 (2)(a)3].
  - h. Selection, administration, interpretation, and utilization of assessment instruments [ASDE: 290-3-3-.51 (2)(a)3].
  - i. Report writing [ASDE: 290-3-3-.51 (2)(a)3].
2. Coordination, placement, and referral procedures.  
Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions.
4. Modern technology and its practical application to the field of school psychology

(B) ability to:

1. Conduct psychological and psycho-educational assessment including the following:
  - a. non-biased assessment of personal-social adjustment, and environmental-cultural influences
  - b. formal instruments, procedures, and techniques
  - c. Interviews, observations and behavioral evaluations
  - d. Administer assessment instruments/procedures to students and interpret and communicate results to students, teachers, parents, and administrators
2. Maintain confidentiality and abide by ethical and legal standards.
3. Experiences including:
  - a. Participation in role playing;

- b. Complete psychosocial histories and mental status examinations on children, adolescents, and/or adults;
  - c. Perform testing, test scoring, and test interpretation;
  - d. Prepare case studies and reports on children, adolescents, and/or adults.
  - e. Provide in-service activities related to test administration and interpretation
4. Critique interviewing/counseling sessions that are actually observed or recorded on audio or videotape. (specifically school psychology students)

**The following objectives relate to national standards as set by CACREP and CORE:**

Students will develop knowledge of the theoretical, conceptual and historical basis and the development of assessment techniques. CACREP Section II.G.7.a.

Students will demonstrate knowledge of basic measurement and evaluation terminology and concepts. This will include knowledge of validity, reliability, descriptive statistics, measures of central tendency and variability, correlation, standard error of measurement and types of derived scores. CACREP Section. II.G.7. b.c.d.e.

Students will gain skills in administering, scoring and compiling, in written format, evaluation results. CACREP Section II G. 7.g.

Students will demonstrate a knowledge of the basic types of assessment measures to include individual and group appraisal of both environment and performance, computer-aided and computer-based methods, and major types of evaluation such as achievement, personality and attitude, learning style, mental health, self report and vocational interest inventories. CACREP Section II.G.7. c.f.

Students will gain expertise in basic concepts necessary to utilize assessment results within the counseling process. CACREP Section. II. G.7.f.g.

Students will be knowledgeable regarding standard references of information regarding evaluative measures. CACREP Section. II.G.7.b.c.d.e.f.g.

Students will demonstrate knowledge of non-test assessment data useful in individual analysis and assessment to include interviewing procedures, genograms, behavioral observations, and review of records. CACREP Section. II.G.7.f.g.

Students will develop a knowledge base regarding multicultural factors as related to assessment and evaluation. This will involve consideration of the impact of age, gender, ethnicity, language, disability, cultural and socioeconomic factors on assessment and evaluation methods. CACREP. II.G.7.f.g.

- 9. Students will become familiar with legal and ethical standards and concerns in testing and assessment. CACREP. II.G.7.g.

**APPROVED TEXT(S):**

Drummond, R.J. & Jones, K.D. (2010). *Assessment procedures for counselors and helping professionals*. Seventh Edition. Upper Saddle River, NJ: Pearson. ISBN: 0-13-715252-3

Livertext (2009). *Livertext student edition membership code card* (2<sup>nd</sup> ed.). Live Text Publishing.

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (2nd Printing). Six Edition. American Psychological Association. ISBN: 1-4338-0562-6

**Students enrolled in this course are required to purchase LiveText and must have access to a computer and internet. Students enrolled purchase Livertext the same as purchasing a textbook. You need to only purchase Livertext ONE TIME. It will be good for all classes required for the CP degree. Livertext is good for 5 years and cannot be shared.**

Students should order text books as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://bookstore.mbsdirect.net/troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

**METHOD OF INSTRUCTION:** Lecture, videos, readings, presentations, assessments, and discussion.

**LABORATORY EXPERIENCES:** Interviewing, Assessment, and Mental Status Examination

**EVALUATION:** To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

**AMERICANS WITH DISABILITIES ACT:** Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

**ATTENDANCE POLICY:** In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

**COMPUTER RESOURCES USAGE POLICY:** Policy can be read at: [https://it.troy.edu/Policies/tech\\_policies.htm](https://it.troy.edu/Policies/tech_policies.htm)

**INTERNET:** You will be expected to use the Internet as part of your course work, as determined by your instructor.

**STANDARDS OF CONDUCT:** The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion. Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement. Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

**ALLEGATIONS OF PLAGIARISM:** Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

**INCOMPLETE GRADE POLICY:** An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

**LIBRARY SUPPORT:**

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as

well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, [www.troy.edu](http://www.troy.edu).

**COURSE REQUIREMENTS:**

**\*Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form PSY 6645 located in the LiveText Forms Section.\***

**\*\*Readings - In full: Read Chapters 1-7 prior to the first class meeting on January 25, 2013**

**LIVETEXT/ASSIGNMENT 1 (100 points)**

**Clinical Evaluation Report**

**Student Assignment**

**CACREP 2009 Standards Section II G. 7 b. c. d. e. f. & g.**

**AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3**

**Clinical Evaluation Assignment:** This assignment involves writing in report form the results of various test instruments. All students administer a variety of tests identified by the instructor and write a psychological evaluation report. All reports must be typed. Upon completion of this assignment, please submit in LiveText for review by your instructor. The administration of the testing instruments should be specific to your major (i.e. children/adolescents – school counseling and school psychometry, all population – other programs)

**Elements:**

Analysis and synthesis of data obtained from test instruments (II G 7 g). Inclusion of all data from all instruments utilized – a meaningful clinical picture emerges for appropriate recommendations – demonstrate knowledge of basic types of assessments including both environment and performance, computer-aided and computer-based methods and major types of evaluation such as achievement, personality and attitude, learning style, mental health, self report and vocational interest inventories (II G 7 c-f). - Presentation of report, including how the clinician (student) would present the test results/information to the person that has participated in the testing. If it is yourself – role play how you would review the results (oral presentation). ( II G.7.b.c.d.e). - Referral/Recommendations are professional and consistent with test assessment information. - Quality of writing APA, grammar, sentence structure, etc.

**Clinical Evaluation Report LiveText Rubric  
Instructor grades Assignment 1 Program Evaluation Report After  
Student Submits Paper**

<b>Elements of Clinical Evaluation Report</b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>

<p><b>Professionalism of Report</b>  <b>AL-ASBE-06</b>  <b>.290.3.3.51.2.</b>  <b>A.3</b>  <b>CF 5</b>  <b>C II. G.</b>  <b>7b.f.g.</b></p>	<p>Report does not demonstrate clarity and lacks analysis and synthesis of each instrument</p>	<p>Report demonstrates below average analysis and synthesis of each assessment instrument</p>	<p>Report demonstrates average data from each assessment instrument but is not adequately analyzed and synthesized for each assessment instrument</p>	<p>Report demonstrates mastery in presentation, analysis and synthesis of data from each assessment instrument</p>	<p>Report demonstrates exceptional analysis and synthesis of data from each assessment instrument presenting an unambiguous clinical picture</p>
<p><b>Quality of Analysis</b>  <b>AL-ASBE-06</b>  <b>.290.3.3.51.2.</b>  <b>A.3</b>  <b>CF5</b>  <b>C II</b>  <b>G.7.b.c.d.e</b></p>	<p>Report missing data from some or all instruments, Lacks analysis and synthesis. No meaningful clinical picture emerges.</p>	<p>Report provides some information from each instrument. Synthesis and analysis are attempted, but are unclear. Lacks adequate clinical appraisal and recommendations.</p>	<p>Report provides average information from each instrument. Synthesis and analysis are average. Average clinical appraisal and recommendations.</p>	<p>Report provides comprehensive information from each instrument. Data is combined and synthesized to generate an adequate clinical appraisal and appropriate recommendations.</p>	<p>Report provides exceptional information for each instrument. Data is analyzed and synthesized to portray a very clear clinical picture that leads to appropriate recommendations.</p>
<p><b>Presentation of Evaluation Results to Client</b>  <b>C II</b>  <b>G.7.b.c.d.e</b></p>	<p>No understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment</p>	<p>Below average of presenting test results to client(s) and communicating results that lead to appropriate treatment understanding</p>	<p>Average understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment</p>	<p>Mastery in understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment</p>	<p>Exceptional understanding of presenting test results to client(s) and communicating results that lead to appropriate treatment</p>

<b>Quality of Referral/ Recommendations of Test Assessment Results</b> <b>AL-ASBE-06 .290.3.3.51.2. A.3 CF5 C II G.7. g</b>	No understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Below average understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Average understanding of ethical interpretation of assessment and evaluation; and consistency of results/ recommendations to match test results	Mastery in understanding of ethical interpreting of assessment and evaluation; and consistency of results/ recommendations to match test results	Exceptional understanding of ethical interpreting of assessment and evaluation; and consistency of results/ recommendations to match test results
<b>Quality of Writing</b>	Many grammatical, spelling or punctuation errors. Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	A few grammatical, spelling or punctuation errors. Paragraphs included related information but were typically not constructed well.	Average amount of grammatical, spelling or punctuation errors. Average construction of paragraphs containing introductory sentence, some explanations or details and concluding sentence.	Almost no grammatical, spelling or punctuation errors. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	No grammatical, spelling or punctuation errors. All paragraphs include introductory sentence, explanations or details, and concluding sentence

**LIVETEXT ASSIGNMENT 2 (100 points)**

**Research/Critique Paper**

**Student Assignment**

**CACREP 2009 Standards Section II. G.7 a-g**

**AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3**

**Research/Critique Paper Assignment:** Write a 4-6 page test critique of a psychological test instrument selected by the student and approved by the instructor that includes elements described below, APA style, as outlined in the APA Manual, must be used. Points will be forfeited if proper format is not used.

**Elements of Assignment:** The following elements must be incorporated into a critique of a psychological assessment instrument:

- Test title
- Publisher and date of publication
- Description of the purpose and nature of the test

- Professionals qualified to administer and evaluate
- Test forms available
- Normative standardization data must be explained
- Populations for which the instrument is appropriate
- Types of derived scores provided
- Test administration procedures
- Examinee responding mode
- Type of test items
- Theory on which the test is based
- Validity and reliability information
- Evaluate usefulness of this test for your purposes as a future counselor
- Summary
- References: Use the test manual, journal articles, *Mental Measurement Yearbook*, Internet references, other

\* Must have 5 or more references within the past 5 years, at least 3 from a peer reviewed journal.

**When the assignment is completed, student submits to instructor in LiveText for grading.**

**Research/Critique Paper LiveText Assignment 2  
Instructor Grades Assignment 2 Research/Critique Paper After  
Student Submits Paper**

<b>Elements of Research/ Critique Paper</b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
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<p><b>APA Style</b></p>	<p>Failure to use APA format either by substitution of some other style formatting (such as Chicago or Turabian) or evidencing no particular style format.</p>	<p>APA format which may be somewhat correct in all areas indicated as Exceptional but has fairly serious errors (flaws in quotations, seriation, reporting of references, grammar, and/or punctuation) which appear in patterns consistent with a lack of progressive mastery of APA style and formatting.</p>	<p>APA format which may be mostly correct in all areas indicated as Exceptional but has average amount of errors (flaws in quotations, seriation, reporting of references, grammar, and/or punctuation) which appear in patterns consistent with an average mastery of APA style and formatting.</p>	<p>APA format which is correct in all areas indicated as Exceptional but has some minor errors (such as missing commas, incorrect years in citations) which are not displayed in a consistent pattern that might indicate lack of mastery but rather appear as a result of inattentive proofreading or typos.</p>	<p>APA format which is correct in all areas indicated:          Margins          Use of past tense          Text citations          Reference list matching text citations          Use of quotations          Grammar          Punctuation          And all other conventions of APA format style</p>
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<p><b>Appropriate references</b></p>	<ul style="list-style-type: none"> <li>· References cited were not in appropriate APA style in either text or reference list.</li> <li>· Fewer than five references total were cited.</li> <li>· Of the references cited, fewer than two were from peer-reviewed journals, library bibliographic references, or other scholarly literature.</li> <li>· Four of the references cited (whether from scholarly literature or popular media) did not support the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· References cited were somewhat in appropriate APA style in either text or reference list.</li> <li>· Fewer than five references total were cited.</li> <li>· Of the references cited, fewer than three were from peer-reviewed journals, library bibliographic references, or other scholarly literature.</li> <li>· Two or three of the references cited (whether from scholarly literature or popular media) did not support the topic.</li> </ul>	<p>References cited were mostly appropriate APA style</p> <p>Five references total were cited.</p> <ul style="list-style-type: none"> <li>· Of the references cited fewer than four were from peer-reviewed journals, library bibliographic references, or other scholarly literature.</li> </ul> <p>One or two references cited (whether from scholarly literature or popular media) did not support the topic.</p>	<ul style="list-style-type: none"> <li>· Five references were cited. APA style was not correct in the text citations and/or the reference list citations.</li> <li>· Five references were from peer-reviewed journals, library bibliographic references, or other scholarly literature.</li> <li>· One of the references cited (whether from scholarly literature or popular media) was not clearly and directly related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· Five references or more were cited appropriately in APA style in both text and references list.</li> <li>· At least four of the references were from peer-reviewed journals, library bibliographic references, or other scholarly literature.</li> <li>· The scholarly references were germane to the topic. The remaining references, which could be from popular media sources or the internet were clearly and directly related to the topic.</li> </ul>
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<p><b>Depth of analysis</b></p> <p><b>AL-ASBE-06.290.3.3.51.2.A.3 CF 5 C II.7 a.b.c.d.e.f.g.</b></p>	<p>Addressed less than 12 of the 18 information points described in Exceptional and provided descriptions of these that lacked accuracy.</p>	<p>Addressed less than 14 of the 18 information points described in Exceptional and provided mostly correct descriptions of these.</p>	<p>Addressed 15 of the 18 information points described in Exceptional and provided average amounts of correct descriptions of these.</p>	<p>Addressed 16 of the 18 information points described in Exceptional and provided correct descriptions of these.</p>	<p>Addressed and correctly provided information regarding:</p> <ol style="list-style-type: none"> <li>1. Test title</li> <li>2. Publisher and date of publication</li> <li>3. Description of the purpose and nature of the test</li> <li>4. Professionals who are qualified to administer, score and interpret the test,</li> <li>5. Test forms available</li> <li>6. Populations for whom the instrument may be appropriately administered</li> <li>7. How the test is scored</li> <li>8. Standardized scoring procedures</li> <li>9. Test administration</li> </ol>
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					<p>ation procedur es</p> <p>10. Exami nee response method</p> <p>11. Type of test item</p> <p>12. Scales of response choices</p> <p>13. Theore tical basis of the test</p> <p>14. Validity and reliability studies and results.</p> <p>15. Critici sms that have been made of the test by other professio nals.</p> <p>16. Uses of the tests by other professio nals.</p> <p>17. Potential usefulnes s of the test to counselor s</p> <p>18.Recommend ations for practice with the test.</p>
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**PSY 6645 Evaluation and Assessment of the Individual (Instructor)**  
**LiveText Instructor's Standards Summary Form**  
**CACREP 2009 Standards – Section II G. 7 a-g**  
**AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3**

Instructor completes LiveText summary rubric at the end of the course. This rubric assesses student progress in meeting CACREP and ASDE standards. The rubric provides summary assessment information for program evaluation and individual student progress.

**Student Directions** - The student will submit the assignment named PSY 6645 Evaluation and Assessment of the Individual Instructor's Summary Student Document to the instructor in LiveText. This allows the instructor to complete the rubric.

Common Assignments/ Assessments PSY 6645	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
<u><b>Assignment 1</b></u> <u><b>Clinical Evaluation Report</b></u> <b>AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3</b>  <b>CACREP II G. 7 b. c. d. e. f. &amp; g.</b>	No understanding of test administration, selection, analysis and synthesis of writing a clinical report	Below average understanding of test administration, selection, analysis and synthesis of writing a clinical report	Average understanding of test administration, selection, analysis and synthesis of writing a clinical report	Mastery in understanding of test administration, selection, analysis and synthesis of writing a clinical report	Exceptional understanding of test administration, selection, analysis and synthesis of writing a clinical report
<u><b>Assignment 2</b></u> <u><b>Research/Critique Paper</b></u> <b>AL – Troy – COE CF 5 and AL ASBE 290-3-3-.51(2)(a)3</b>  <b>CACREP II G. 7 a-g</b>	No understanding of the professional elements of a test instruments, theoretical base for test instruments, and/or proper resources for selection/review of test instruments	Below average of the professional elements of a test instruments, theoretical base for test instruments, and/or proper resources for selection/review of test instruments understanding	Average understanding of the professional elements of a test instruments, theoretical base for test instruments, and/or proper resources for selection/review of test instruments	Mastery in understanding of the professional elements of a test instruments, theoretical base for test instruments, and/or proper resources for selection/review of test instruments	Exceptional understanding of the professional elements of a test instruments, theoretical base for test instruments, and/or proper resources for selection/review of test instruments

<p><b>Assignment 3</b>  <b>Research/Assessment</b>  <b>Quiz AL – Troy –</b>  <b>COE CF 5 and AL</b>  <b>ASBE</b>  <b>290-3-3-.51(2)(a)3</b></p> <p><b>CACREP II G. 7 b.</b>  <b>c. d. e. f. &amp; g.</b></p>	<p>No understanding of the basic concepts of research and assessment</p>	<p>Below average understanding of the basic concepts of research and assessment</p>	<p>Average understanding of the basic concepts of research and assessment</p>	<p>Mastery in understanding of the basic concepts of research and assessment</p>	<p>Exceptional understanding of the basic concepts of research and assessment</p>
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**Attendance/Participation : (150 points)**

Attendance for class is mandatory. Students should plan on being in-class for the duration of class meetings. Absences, excessive tardiness, or leaving early from class will result in deductions in overall class points. Up to 25 points may be deducted per missed class-time. Activities for learning will occur in-class that require the student to be in-attendance.

**Exam : (50 points)**

An exam will take place during the third weekend; Sunday March 9, 2013. This exam will cover material that was lectured upon and reviewed in reading from the classes that occurred on January 25 & 26 and February 15 & 16, 2013. It will be multiple choice, fill-in-the-blank, and short-answer format.

**Grade calculation:**

A	90 - 100%	360 - 400 points
B	80 - 89%	320 - 359 points
C	70 - 79%	280 - 319 points
D	60 - 69%	240 - 279 points

**Tentative Schedule**

Jan 25/26- Introductions, Chapters 1-7; Completion of Demographic Form (LiveText); In-class activity - Mental Health Status Examination & Interviewing; Discussion of Research/Critique Paper (LiveText) assignment; Discussion of Clinical Evaluation Report (LiveText) assignment

Feb 15/16 - Chapters 8-17; In-class activity - Review of Chapters 3-7; Mental Health Status Examination; Interviewing; Discussion of Research/Critique Paper (LiveText) assignment; Discussion of Clinical Evaluation Report (LiveText) assignment

**DUE : Research/Critique Paper (LiveText) assignment - NLT Midnight February 24, 2013.**

March 8/9 - Review of material to-date; Review/student presentations of findings for Research/Critique Paper (LiveText) assignment; Exam; Discussion of Clinical Evaluation Report (LiveText) assignment

**DUE : Clinical Evaluation Report (LiveText) assignment - NLT Midnight March 10, 2013 (NO EXCEPTIONS). Grades are placed into Trojan WebExpress March 12, 2013.**