School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Privacy Statement: Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the
recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Synchronous Meetings:** The zoom link for course meeting is available on the course Sakai page.

**Class Conduct:** One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Student Support and Special Circumstances--Receiving Assistance:** Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).
COURSE DESCRIPTION: Assessment is an inescapable and indispensable component of the daily functioning of psychologists, regardless of one’s specific area. Whether assessment takes the form of standardized testing, clinical assessment, measuring a construct for empirical study, or informal evaluation of a client’s level of functioning, psychologists are consistently engaging in assessment. Regardless of the form, the process of assessment is the same, i.e., collecting data and drawing inferences from the data. Having knowledge of a diverse array of assessment techniques will prove invaluable when choosing the most appropriate assessment tool or measurement device for a given client, situation, or research question. Therefore, the purpose of this course is to provide an overview of the development, administration, scoring, and interpretation of widely used personality and intellectual and neuropsychological assessment instruments. Attention will also be paid to clinical interviewing, assessment of clinical and personality disorders, integrative report writing, and ethical, multicultural, and social justice issues in assessment.

NOTE 2020. The field of psychological assessment has not arrived at a consensus for online training best practices. However, one emerging perspective is that because teaching hands-on mechanics of standardized test administration represents only a small portion of the entirety of psychological assessment and it is simply not possible to adequately teach and supervise this component of assessment in online formats, it is important to focus the on the other components that represent the breadth of the discipline. Our class will focus primarily on developing a framework and strategy for culturally responsive and evidence-based assessment practice. Our class will also review administration with the understanding that students will have future opportunities to learn, practice, and implement the mechanics of standardized test administration.

LEARNING OUTCOMES: At completion of this course, students are expected to:
1. Understand ethical, multicultural, and social justice issues related to psychological assessment
2. Critique psychological assessment concepts and practices from a critically conscious, intersectional, and equity perspective.
3. Understand of the process of psychological assessment and how its methods can be applied to answering diagnostic questions in variety of settings
4. Strengthen and refine clinical interview skills
5. Develop competence in the scoring and interpretation of personality and intellectual assessment instruments
6. Integrate data from multiple sources in order to write coherent, concise, and integrative psychological assessment reports

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS: The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Within this framework are four standards. These are:
CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course is designed to reflect all four standards. The overarching objective is for students to emerge with a clearer sense of multicultural counseling and social justice both conceptually and in practice. The conceptual foundations will come primarily through readings and in class activities. The applied learning will come primarily through course work and assignments. Through this work and related work in other courses, it is hoped that multicultural counseling and social justice will become lenses through which future courses and applied experiences will be filtered as you develop your professional identity as a counselor.
INSTRUCTIONAL METHOD: Most classes will consist of a combination of lecture, discussion, and practice exercises. Active participation is critical in order to gain the skills necessary to administer, score and interpret the instruments used in this class. This class requires a significant amount of work to ensure a minimum level of competency in many elements of assessment. Students are also encouraged to use the General Discussion (Forum tab in Sakai) to engage in discussion and consultation with other classmates.

REQUIRED TEXTS:

COURSE REQUIREMENTS:
(a) Clinical interview write up (10 points): You will interview a “client” (classmate) and write a case write up. Additional information can be found in the Sakai Clinical interview write up assignment description.
(b) Personality testing write up (10 points each): You will be provided with two MMPI-2 profiles and will write two separate reports. Additional information will be provided in class.
(c) Intelligence testing write up (10 points each): You will score two separate WAIS-IV responses and write two reports based on the results. Additional information will be provided in class.
(d) Final Integrative Test Report (50 points): You will be provided with a client history, MMPI-2 profile, and WAIS-IV scores. You will write an integrative, comprehensive report (including recommendations; cf. Pope, 1992) based on your assessment. Your report will integrate client history with findings personality and intelligence testing results. Additional information will be provided in class.

EVALUATION CRITERIA:
The course is graded A to F. Late assignments will not be accepted except under rare circumstances and where the instructor is notified prior to the assignment due date. Additional or extra credit opportunities will not be provided. Because precision of communication is essential in psychological assessment and report writing, spelling, grammar, and punctuation will be taken into consideration when grading assignments (visit https://www.luc.edu/writing/ for assistance with academic writing).

Grading Scale:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F <59%
A primer on critical consciousness, intersectionality, social justice advocacy, and multiculturalism (it is important to evaluate psychological assessment from an informed perspective):


COURSE SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>8/24/20</td>
<td>TOPIC: Course intro and overview; Ethical, multicultural, and social justice issues</td>
</tr>
<tr>
<td></td>
<td>READINGS:</td>
</tr>
<tr>
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<td>SUGGESTED READING:</td>
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<td></td>
<td>NOTE: Next week please come prepared to role play a client for clinical interviews (as the client you are expected to select a relatively common disorder and present related symptoms during the clinical interview)</td>
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| 8/31/20  | TOPIC: Clinical interviewing, mental status exams, and report writing basics |
|          | READINGS:                          |
|          | • Lichtenberger et al. (2004) chapters 2, 3, & 4 (also chapter 10 might be helpful to review) |
|          | SUGGESTED READING:                |
|          | SUPPLEMENTARY VIDEO: [https://youtu.be/U5KwDgWX8L8](https://youtu.be/U5KwDgWX8L8) |
|          | TO DO: Conduct a clinical interview with “client” (classmate) this or next week; take notes and be prepared to discuss in class on 9/14 |

9/7/20 UNIVERSITY CLOSED
9/14/20
TOPIC: Discuss clinical interview experience and notes; Overview of personality and MMPI-2 and MMPI-2 validity scales
READINGS:
- Nichols chapter 1, 5
- Lichtenberger et al. (2004) chapter 7
SUGGESTED READING:
SUPPLEMENTARY VIDEO: https://youtu.be/sUrV6oZ3zsk?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
TO DO: Write up clinical interview for next week.

9/21/20
TOPIC: Interpretation of MMPI-2 clinical scales, code types, and Harris and Lingoes subscales
READINGS:
- Nichols chapter 6
DUE TODAY: Clinical interview write up

9/28/20
TOPIC: Interpretation of MMPI-2 content scales and supplemental scales
READINGS:
- Nichols chapter 7
TO DO: MMPI-2 write-up #1

10/5/20
TOPIC: Strategy for Interpreting the MMPI-2 profile
READINGS:
- Nichols chapter 8, 4, 2
DUE TODAY: MMPI-2 write-up #1

10/12/20
TOPIC: Overview of projective personality assessment
READINGS:
SUPPLEMENTARY VIDEO: https://youtu.be/mUELAiHbCxc?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
TO DO: MMPI-2 write-up #2

ASSESSMENT OF INTELLIGENCE
10/19/20
TOPIC: Overview of Intelligence and Assessment of Intelligence with the WAIS-IV
READINGS:
• Lichtenberger & Kaufman chapter 1
DUE TODAY: MMPI-2 write-up #2
SUPPLEMENTARY VIDEO: https://youtu.be/9xTz3Qjclol?list=PL8dPuuaLjXtOPRzVLY0jJY-uHOH9KVU6

10/26/20
TOPIC: Overview and discussion of WAIS-IV administration
READINGS:
• Lichtenberger & Kaufman chapter 2

11/2/20
TOPIC: Scoring and interpretation of WAIS-IV
READINGS:
• Lichtenberger & Kaufman chapters 3 & 5; skim chapter 4
TO DO: WAIS-IV write up #1 for next class

11/9/20
TOPIC: Scoring and interpretation of WAIS-IV continued
READINGS:
Lichtenberger & Kaufman chapters 3 & 5; skim chapter 4
DUE TODAY: WAIS-IV write up #1
TO DO: WAIS-IV write up #2 for next class

INTEGRATIVE REPORT WRITING

11/16/20
TOPIC: Integrative report writing; In-class discussion of scoring and interpreting for final integrative report
READINGS:
DUE TODAY: WAIS-IV write up #2
NOTE: you will soon receive the materials needed to complete your integrative report

11/23/20 UNIVERSITY CLOSED

11/30/20
TOPIC: In-class discussion of scoring and interpreting for final integrative report

12/7/20
DUE TODAY: Integrative report by 12pm (combine all relevant test results, scoring summaries, raw data, etc. into one pdf file and submit via Sakai assignment tab)
Loyola University Chicago
School of Education Syllabus Addendum

**SOE Vision:** The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission:** The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Smart Evaluation:** Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

**Dispositions:** All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**Syllabus Addendum Link:** www.luc.edu/education/syllabus-addendum/

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*

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