CNL-644 | Assessment of Mental and Emotional Health Status

Syllabus

COURSE DESCRIPTION

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement.

CREDITS

2

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

Additional Counseling Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

Diagnostic and Statistical Manual of Mental Disorders (DSM)

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (DSM). The manual will be used throughout your

program. The DSM will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and E-Book Retention

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. E-books will not be available to you in the classroom after the course ends. For preparation for your specific licensure or certification requirements, you should save the E-books to your computer as a .PDF file. If you have trouble saving the E-book, contact GCU technical support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA Manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association (https://www.apa.org/).

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the International Classification of Disease (ICD) reference.

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

Counseling e-Portfolio Requirements

At the end of the School Counseling or Clinical Mental Health Counseling program, you will be required to submit an e-Portfolio. The e-Portfolio showcases your development with concrete evidence of your counselor identity development based on various experiential learning opportunities. Please see the e-Portfolio guidelines and examples for the respective programs for additional information.

https://cce.gcu.edu (https://cce.gcu.edu)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions."

GCU General Research Lib Guide

Review the GCU General Research Lib Guide and read "Defining Scholarly Resources," located under the *Find Journal Articles* tab. You are required to support information provided in your assignments using scholarly resources

http://libguides.gcu.edu/GeneralResearch (http://libguides.gcu.edu/GeneralResearch)

Handbook of Psychological Assessment

Groth-Marnet, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). Hoboken, NJ: John Wiley & Sons Inc. ISBN-13: 9781118960646

Lopes Write

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Methods of Instruction

The methods of instruction for this course may include but are not limited to: lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the

University Policy Handbook, located on the University and Academic Policies (https://www.gcu.edu/academics/academic-policies.php) section of GCU.edu under Helpful Academic Links on the right side of the page.

The Big Test at the End

Review "The Big Test at the End" pdf for information regarding preparing for the National Counseling Licensure Exam.

INSTRUCTOR ONLY MATERIALS

CNL-644 Course Guide

CNL-644 Course Revision History

CNL-644 Discussion Questions

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Introduction to Assessments for Mental and Emotional Status

Objectives:

1.1: Describe the usage of a screening as an assessment tool.

1.2: Identify the conditions that a professional must meet in order to be legally qualified to administer and/or interpret an assessment.

1.3: Describe when and how to administer a mental status exam (MSE).

Topic Materials

Textbooks

Electronic Resources

American Counseling Association (ACA)

Explore the ACA website.

http://www.counseling.org/ (http://www.counseling.org/)

American Psychological Association (APA)

Explore the APA website.

http://www.apa.org/ (http://www.apa.org/)

APA's Guidelines for Test User Qualifications

Read "APA's Guidelines for Test User Qualifications" by Turner, DeMers, Roberts Fox & Reed, from the American Psychological website (2001).

http://apsychoserver.psych.arizona.edu/JJBAReprints/PSYC621/Turner%20et%20al_APA_gidelines_American%20Psychologist_2001.pdf (http://apsychoserver.psych.arizona.edu/JJBAReprints/PSYC621/Turner%20et%20al_APA_gidelines_American%20Psychologist_2001.pdf)

Arizona Board of Behavioral Health Examiners

Explore this website as an example of a state board. Additionally, research your own state board.

http://azbbhe.us/ (http://azbbhe.us/)

Chapter 207 Mental Status Examination

Read "Chapter 207 Mental Status Examination" by Martin, from Clinical Methods: The History, Physical, and Laboratory Examinations (1990), located on the National Center for Biotechnology Information website.

http://www.ncbi.nlm.nih.gov/books/NBK320/ (http://www.ncbi.nlm.nih.gov/books/NBK320/)

Development and Validation of the Client Diagnostic Questionnaire (CDQ): A Mental Health Screening Tool for Use in HIV/AIDS Service Settings

Read "Development and Validation of the Client Diagnostic Questionnaire (CDQ): A Mental Health Screening Tool for Use in HIV/AIDS Service Settings," by Aidala et al., from *Psychology, Health & Medicine* (2004).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-16497-010&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-16497-010&site=ehost-live&scope=site)

Handbook of Psychological Assessment

Read Chapters 1, 2, and 3 in *Handbook of Psychological Assessment.*

Multicultural Aspects of Mental Health

Read" Multicultural Aspects of Mental Health," by Trujillo, from *Primary Psychiatry* (2008).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-18358-009&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-18358-009&site=ehost-live&scope=site)

National Board of Certified Counselors (NBCC)

Explore the NBCC website. Specifically, pay attention to the NBCC's ethics code.

http://www.nbcc.org (http://www.nbcc.org)

Ohio Department of Mental Health

Explore this website as an example of a state board. Additionally, research your own state board.

http://mha.ohio.gov/ (http://mha.ohio.gov/)

Screening for Emotional and Behavioral Risk Among Students With Limited English Proficiency

Read "Screening for Emotional and Behavioral Risk Among Students With Limited English Proficiency," by Dowdy, Dever, DiStefano, and Chin, from the *School Psychology Quarterly* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2011-05095-002&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2011-05095-002&site=ehost-live&scope=site)

The Role of the Mental Health Practitioner in the Assessment and Treatment of Child and Adolescent Chronic Pain

Read "The Role of the Mental Health Practitioner in the Assessment and Treatment of Child and Adolescent Chronic Pain," by Leo, Srinivasan, and Parekh, from *Child and Adolescent Mental Health* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-01061-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-01061-001&site=ehost-live&

scope=site)

Universal Screening for Behavioral and Emotional Risk: A Promising Method for Reducing Disproportionate Placement in Special Education

Read "Universal Screening for Behavioral and Emotional Risk: A Promising Method for Reducing Disproportionate Placement in Special Education," by Raines, Dever, Kamphaus, and Roach, from the *Journal of Negro Education* (2012).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=83853085&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=83853085&site=ehost-live&scope=site)

Assignments:

Short Answer Questions I

In a Word document, provide short answers to the statements below. Each answer should be 250-300 words in length.

- A screening is a type of assessment tool. Describe how and when a screening is used.
- Describe the legal and ethical parameters related to administering and interpreting assessment tools.
- Identify the sanctions and educational requirements for a professional to administer and interpret assessments as governed by your state as well as the guidelines of the American Counseling Association (ACA).

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

Discussion Questions:

Topic 1 DQ 1

Describe the key components to the mental status exam (MSE). How do the results of an MSE apply to diagnosis and treatment planning?

Topic 1 DQ 2

Describe the limitations of the MSE. Due to these limitations, what other information gathering is necessary to complete the full diagnosis and treatment planning process?

Participation:

Topic 1 Participation : 40.0 points

Topic 2: Assessments for Mental Status

Objectives:

2.1: Describe the relationship between mental status assessment results and treatment planning.

2.2: Describe the importance of using the Millon Clinical Multiaxial Inventory-IV (MCMI-IV) when assessing mental status.

Topic Materials

Textbooks

Electronic Resources

A Critical Review of Objective Personality Inventories With Sex Offenders

Read "A Critical Review of Objective Personality Inventories With Sex Offenders," by Davis and Archer, from the *Journal of Clinical Psychology* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-23860-004&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-23860-004&site=ehost-live&scope=site)

An Empirical Investigation of the Relationship Between Clinical Personality Patterns and Marital Functioning

Read "An Empirical Investigation of the Relationship Between Clinical Personality Patterns and Marital Functioning," by Knabb, Vogt, Gibbel, and Brickley, from *Couple and Family Psychology: Research and Practice*

(2012).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-07115-007&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-07115-007&site=ehost-live&scope=site)

Depression, Anxiety, and the MCMI-III: Construct Validity and Diagnostic Efficiency

Read "Depression, Anxiety, and the MCMI-III: Construct Validity and Diagnostic Efficiency," by Saulsman, from the *Journal of Personality Assessment* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-26461-011&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-26461-011&site=ehost-live&scope=site)

Handbook of Psychological Assessment

Read Chapters 3, 9, 13, and 14 in *Handbook of Psychological Assessment.*

MCMI-III Personality Complexity and Depression Treatment Outcome Following Group-Based Cognitive-Behavioral Therapy

Read "MCMI-III Personality Complexity and Depression Treatment Outcome Following Group-Based Cognitive-Behavioral Therapy," by Craigie, Saulsman, and Lampard, from the *Journal of Clinical Psychology* (2007).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2007-18001-002&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2007-18001-002&site=ehost-live&scope=site)

Mental Status Examination

Explore the Mental Status Examination page of The Royal Children's Hospital Melbourne website.

http://www.rch.org.au/clinicalguide/guideline_index/Mental_State_Examination/ (http://www.rch.org.au/clinicalguide

/guideline_index/Mental_State_Examination/)

Millon Clinical Multiaxial Inventory-IV(MCMI-IV) Sample Report

Review the "Millon Clinical Multiaxial Inventory-IV (MCMI-IV) Sample Report," located on the Pearson website.

http://images.pearsonclinical.com/images/assets/mcmi-iv/MCMI-IV-Sample-Interpretive-Report_Male.pdf (http://images.pearsonclinical.com/images/assets/mcmi-iv/MCMI-IV-Sample-Interpretive-Report_Male.pdf)

The Millon Clinical Multiaxial Inventory-IV (MCMI-IV)

Read “The Millon Clinical Multiaxial Inventory-IV (MCMI-IV) from the Millon Personality Group website (2015).

http://www.millonpersonality.com/inventories/MCMI-IV/ (http://www.millonpersonality.com/inventories/MCMI-IV/)

Assignments:

MCMI-IV PowerPoint Presentation

Create a PowerPoint presentation of 16-18 slides for the Millon Clinical Multiaxial Inventory-IV (MCMI-IV).

Address and include the following in your PowerPoint:

- A title, introduction, and conclusion slide
- What is the MCMI-IV and what does it measure?
- What are the legal and ethical requirements for a professional to administer, interpret, and/or report the results of an MCMI-IV?
- How would information gathered from the MCMI-IV assist in the intake and treatment planning process?
- Describe potential treatment strategies that would likely be incorporated into a treatment plan based on results from an MCMI-IV.
- Include speaker notes below each content-related slide that represent what would be said if giving the presentation in person. Expand upon the information included in the slide and do not simply restate it. Please ensure the speaker notes include a minimum of 50 words.
- A reference slide with a minimum of four scholarly references in addition to the textbook.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 2 DQ 1

Discuss the importance of using the MCMI-IV when assessing the mental status of a client. Can the MCMI-IV be useful in assessing emotional status as well? Why or why not? Provide specific examples to support your position.

Topic 2 DQ 2

What are some strengths and challenges of MCMI-IV for assessing mental status? Do you feel that this MCMI-IV is a good method to assess emotional status? Why or why not? Provide specific examples to support your position.

Participation:

Topic 2 Participation : 40.0 points

Topic 3: Assessments for Emotional Status

Objectives:

3.1: Describe the relationship between emotional status assessment results and treatment planning.

3.2: Describe the importance of using the Minnesota Multiphasic Personality Inventory-2 Restructured Form (MMPI-2-RF) when assessing emotional status.

Topic Materials

Textbooks

Electronic Resources

An Update to Williams and Lally's (2016) Analysis of MMPI-2-RF Acceptance

Read "An Update to Williams and Lally's (2016) Analysis of MMPI-2-RF Acceptance" by Ben-Porath, from *Professional Psychology: Research and*

Practice (2017).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-57673-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-57673-001&site=ehost-live&scope=site)

Beck Scales

Read "Beck Scales", from Beck Institute (2020).

https://beckinstitute.org/tools-and-resources/professionals/patient-assessment-tools/ (https://beckinstitute.org/tools-and-resources/professionals/patient-assessment-tools/)

Handbook of Psychological Assessment

Read Chapter 7 in *Handbook of Psychological Assessment.*

Minnesota Multiphasic Personality Inventory-2

Read "Minnesota Multiphasic Personality Inventory-2," by Butcher, Dahlstrom, Graham, Tellegan, and Kaemmer, from Pearson Publishing (1990).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=mmt&AN=test.1020&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=mmt&AN=test.1020&site=ehost-live&scope=site)

Pearson Clinical Assessment Sample Report: MMPI-2

Review the Pearson Clinical Assessment Sample Reports: MMPI-2, located on the Pearson website.

http://www.pearsonclinical.co.uk/Psychology/AdultMentalHealth/AdultForensic/MinnesotaMultiphasicPersonalityInventory-2(MMPI-2)/ForThisProduct/Sample-Reports.aspx (http://www.pearsonclinical.co.uk/Psychology/AdultMentalHealth/AdultForensic/MinnesotaMultiphasicPersonalityInventory-2(MMPI-2)/ForThisProduct/Sample-Reports.aspx)

Registry of Scales and Measures

Explore the Registry of Scales and Measures website.

http://www.scalesandmeasures.net (http://www.scalesandmeasures.net)

Assignments:

MMPI-2-RF PowerPoint Presentation

Create a PowerPoint presentation of 16-18 slides for the Minnesota Multiphasic Personality Inventory (MMPI-2-RF).

Address and include the following in your PowerPoint:

- A title, introduction, and conclusion slide.
- What is the MMPI-2-RF and what does it measure?
- What are the legal and ethical requirements for a professional to administer, interpret, and/or report the results of an MMPI-2-RF?
- How would information gathered from the MMPI-2-RF assist in the intake and treatment planning process?
- Describe potential treatment strategies that would likely be incorporated into a treatment plan based on results from an MMPI-2-RF.
- Include speaker notes below each content-related slide that represent what would be said if giving the presentation in person. Expand upon the information included in the slide and do not simply restate it. Please ensure the speaker notes include a minimum of 50 words.
- A reference slide with a minimum of four scholarly references in addition to the textbook.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 3 DQ 2

What are some strengths and challenges of Beck's Depression Scale for assessing emotional status? Do you feel that this scale is a good method to assess emotional status? Why or why not? Provide specific examples to

support your position.

Topic 3 DQ 1

Discuss the importance of using the MMPI-2-RF when assessing the emotional status of a client. Can the MMPI-2-RF be useful in assessing mental status as well? Why or why not? Provide specific examples to support your position.

Participation:

Topic 3 Participation : 40.0 points

Topic 4: Technological Advances in Assessments for Mental and Emotional Status

Objectives:

4.1: Describe various types of technological assessments and the role of technology in mental and emotional status testing.

4.2: Identify the standards for using technology in the counseling setting according to state governing boards and the ACA.

4.3: Describe the strengths and challenges of interpreting and reporting results via the use of computer-aided assessment tools.

Topic Materials

Textbooks

Electronic Resources

ACA Code of Ethics

Read Section H of the ACA Code of Ethics from the Counsleing.org website.

http://www.counseling.org/Resources/aca-code-of-ethics.pdf (http://www.counseling.org/Resources/aca-code-of-ethics.pdf)

Cyber Counseling

Read "Cyber Counseling," by Folsom, from the *American Scholar* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com

/login.aspx?direct=true&db=rlh&AN=48559559&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rlh&AN=48559559&site=ehost-live&scope=site)

Facebook: Maintaining Ethical Practice in the Cyberspace Age

Read "Facebook: Maintaining Ethical Practice in the Cyberspace Age," by Birky and Collins, from the *Journal of College Student Psychotherapy* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-12781-003&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-12781-003&site=ehost-live&scope=site)

Finding Technology's Role in the Counseling Relationship

Read "Finding Technology's Role in the Counseling Relationship," by Shallcross, from *Counseling Today* (2011), located on the ACA website.

http://ct.counseling.org/2011/10/finding-technologys-role-in-the-counseling-relationship/ (http://ct.counseling.org/2011/10/finding-technologys-role-in-the-counseling-relationship/)

Keeping Up With the Facebook and MySpace Generation: What Counselors Can Do

Read "Keeping Up With the Facebook and MySpace Generation: What Counselors Can Do," by Mascari and Webber, located on the ACA website.

http://www.counseling.org/knowledge-center/vistas/by-subject2/vistas-professional-development/docs/default-source/vistas/vistas_2008_mascari (http://www.counseling.org/knowledge-center/vistas/by-subject2/vistas-professional-development/docs/default-source/vistas/vistas_2008_mascari)

Videoconferencing Psychotherapy: A Systematic Review

Read " Videoconferencing Psychotherapy: A Systematic Review," by Backhaus et al., from *Psychological Services* (2012).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-14616-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-14616-001&site=ehost-live&

scope=site)

What the Future Holds for the Counseling Profession

Read "What the Future Holds for the Counseling Profession," by Shallcross, located on the ACA website.

http://ct.counseling.org/2012/03/what-the-future-holds-for-the-counseling-profession/ (http://ct.counseling.org/2012/03/what-the-future-holds-for-the-counseling-profession/)

Assignments:

Short Answer Questions II

In a Word document, provide short answers to the questions below. Each answer should be 250-300 words in length.

- What role does technology play in emotional and mental status testing?
- What are the strengths and challenges in interpreting and reporting results via the use of a computer-aided assessment tool?
- Technological advances that assist with interpreting and reporting results should only be used as a "tool" by the counselor. Why this is the case? Provide at least two examples.
- What are some concerns regarding the use of social media, especially in relation to maintaining professional status within the counseling field?

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Discussion Questions:

Topic 4 DQ 2

Identify and discuss the standards for the use of technology in the counseling setting according to your state governing board and the ACA. What are potential implications for the counselor if these standards are not followed?

Topic 4 DQ 1

Identify two types of assessments discussed in the textbook, and/or

additional readings. How could the use of technology impact the administration of these assessments? Do you feel that the incorporation of technology would be a benefit to administration? Why or why not? Provide specific examples to support your position.

Participation:

Topic 4 Participation : 40.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
Short Answer Questions I	Topic 1	160
MCMI-IV PowerPoint Presentation	Topic 2	220
MMPI-2-RF PowerPoint Presentation	Topic 3	220
Short Answer Questions II	Topic 4	160
Discussion Questions	Topics 1-4	80
Participation	Topics 1-4	160
Total		1000

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