



Counseling and Human Services

Psychological Assessment in Counseling

Syllabus - Fall 2021

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Office: Virtual, by appointment.

Instructor Availability:

I am available Monday – Friday by texting (8:00 AM – 5:00 PM) ... or by phone (6:00 – 8:00 PM). You can email me if you prefer, but please text me to inform me there is an email awaiting my review. My typical response to email is 24 hours.

Online Course Information

Course materials will be available in D2L. This course is structured such that you complete materials in a module-by-module format. As such, materials will be posted in small groups of modules for you to complete as you see fit during that time period. If there are unforeseen circumstances that delay postings, I will let you know via the newsfeed function and email as soon as I become aware. Discussion board posts will be due as outlined in the course schedule and assignments section. Major assignments will be due as specified in the course schedule.

Course Information

3 credit hours, graduate level.

Course Description and Purpose

A study of psychometrics, test construction, and interpretation of results for major assessment instruments used in community mental health and school systems. Students will become familiar with assessment instruments and be able to critically

evaluate them. Upon completion of this course, students will be able to utilize test results in diagnosis and evaluation across settings.

Course Objectives

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. suicide prevention models and strategies	<i>2.F.5.l</i>	Lecture; Discussion
<i>Assessment and Testing</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	<i>2.F.7.a</i>	Lecture; Discussion; Quiz
2. methods of effectively preparing for and conducting initial assessment meetings	<i>2.F.7.b</i>	Lecture; Discussion
3. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<i>2.F.7.c</i>	Lecture; Discussion; Quiz
4. procedures for identifying trauma and abuse and for reporting abuse	<i>2.F.7.d</i>	Lecture
5. use of assessments for diagnostic and intervention planning purposes	<i>2.F.7.e</i>	Lecture; Discussion; Final assessment report
6. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	<i>2.7.F.f</i>	Lecture; Discussion; Quiz

7. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2.7.F.g	Lecture; Discussion; Quiz
8. reliability and validity in the use of assessments	2.7.F.h	Lecture; Discussion; Quiz
9. use of assessments relevant to academic/educational, career, personal, and social development	2.7.F.i	Lecture; Final assessment report
10. use of environmental assessments and systematic behavioral observations	2.7.F.j	Lecture; Discussion
11. use of symptom checklists, and personality and psychological testing	2.7.F.k	Lecture; Discussion; Quiz
12. use of assessment results to diagnose developmental, behavioral, and mental disorders	2.7.F.l	Final assessment report
13. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.7.F.m	Lecture; Discussion; Final assessment report
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. psychological tests and assessments specific to clinical mental health counseling	<i>CMHC C.1.e</i>	Lecture; Discussion
<i>School Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. assessments specific to P-12 education	<i>SC G.1.e</i>	Lecture; Discussion

Sample Assessment Tools

- Vanderbilt ADHD
- Child and Adolescent Functional Assessment Scale (CAFAS)
- Beck Depression Inventory
- Beck Anxiety Inventory
- Perceived Stress Scale
- 16PF
- MBTI
- MMPI
- Intake Assessment
- Risk Assessment/Suicide Assessment
- Ways of Coping
- Post-Traumatic Growth Inventory
- Asset Checklist
- Mental Status Exam
- Self-Compassion Instrument
- Genogram
- House-Tree-Person
- Family Kinetic Drawing
- Eating Attitudes Test
- Working Alliance Inventory
- Client Satisfaction Inventory
- Mini-Mental Status Exam

Course Requirements

Textbooks and Readings

Hays, D. G. (2017). *Assessment in counseling: A guide to the use of psychological assessment procedures* (6th ed.). Alexandria, VA: American Counseling Association.

Other readings as assigned in D2L.

Technical Requirements

As an on-line course, you will be required to have internet connection on a regular basis. D2L is the software that is used by ETSU and requires no additional download. To view some videos, you may need to have QuickTime downloaded onto your computer. This is available as a free download: <http://www.apple.com/quicktime/download/> Most videos will be available through Panopto, the video system that is integrated with D2L.

In addition, you will use Flipgrid (technical requirements here <https://help.flipgrid.com/hc/en-us/articles/360004051153-Minimum-Device-Requirements>) for discussions.

ETSU has several other resources available to you as a student enrolled in an online course. Should you need technical assistance, please visit: http://www.etsu.edu/onlinehelp/student_help/tech_resources.aspx or the student resources webpage for online help: http://www.etsu.edu/onlinehelp/student_help/services.aspx

Please do not leave assignments until the last minute, as technology issues are not an excuse for not turning in or completing material on time.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

You are expected to check your ETSU email address regularly for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed.

Attendance and Participation

As this is an online class, your attendance will be primarily determined by the combination of consistent logging into D2L and your participation in discussion board posts and other class assignments. **Logging into D2L and participating in the interactive portions of the course is the equivalent of attending an on-ground course. Failure to participate actively in these aspects of the course will result in a reduction of your final grade.** If you demonstrate a lack of participation by not logging in, reviewing materials, watching posted videos, and/or not completing discussion boards, your attendance will be affected. Not completing one discussion board post (including the introduction) or failure to log into D2L and view all materials one week/module is the equivalent of missing one class and will result in loss of points where applicable. After that, additional failure to log in weekly and view materials or complete a discussion board will result in a reduction of 10% in the course grade. Please be aware that as an online class, 3 hours of time devoted to the course to equal on-ground class meeting time is minimal. As with any graduate level class, expect an additional 2 - 3 hours of preparation and interaction time per class meeting hour. Therefore, do not be surprised to find yourself spending several hours per week to complete this course. Finally, though this is an online course, you may be required to complete assignments that involve you to coming to campus to check out or complete an assessment or may require that you complete a site visit of a counseling location. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance or participation points.

Online Course Ground Rules

Although this is a class that is facilitated fully online, you are still expected to conduct yourselves with a professional and respectful demeanor. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email
 - Always include a subject line.
 - Always include a proper greeting and use proper grammar when composing an email.
 - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.

- Respect the privacy of other class members.
- Discussion groups
 - Review the discussion threads thoroughly before entering the discussion.
 - Try to maintain threads by using the "Reply" button rather than starting a new topic.
 - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
 - Be patient and read the comments of other group members thoroughly before entering your remarks.
 - Be positive and constructive in group discussions.
 - Respond in a thoughtful and timely manner.
- Additional resources
 - [Netiquette](#)
 - [UFL Netiquette Guide](#)

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how

our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

Assignments and Submission Guidelines

Assignments can be submitted via D2L using the Dropbox function. You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes discussion board posts. Failure to do so will result in grade reduction. **The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.**

Methods of Instruction

This course is offered fully online. It will require weekly, active online participation through interactive modules set up under "Course Content" on D2L. Active participation is essential and will contribute to your grade. Students will learn about psychological assessment practices through a variety of modalities via the internet, including: online lectures, videos of live demonstrations, interactive websites, PowerPoint presentations, administering and scoring psychological assessments, and reviewing assessment procedures.

Writing Style

Written assignments are to meet the style guidelines set forth by the Publication Manual of the American Psychological Association (7th ed.). All written assignments should be double spaced, 12-point professional font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Group Project Policy

Please note that, in any group projects, your group members will provide me feedback on your level of participation/I will observe your level of participation, and you will be required to evaluate your own participation. You will be assigned an individual grade. This may correspond to your group's grade, but lack of participation may result in your grade being reduced based on the percentage of the project to which you actually contributed. It is possible to fail a group project individually while the group receives a passing grade.

Assignments

All assignments are due by 11:59pm on Saturday, in order for me to review/grade them on Sunday.

Weekly Assignments/Participation [200 points possible]

Assignments for reading, lectures, videos, et cetera may be found online under "Content" on D2L. These have been organized into modules to complete. Please review the attendance and participation policy above. Specific assignments that are part of your participation grade are listed below. Items may be added or deleted to meet course participants' needs.

Assessments

Throughout the course, you will be given the opportunity to take and familiarize yourself with a variety of assessments. Many of them will be available through D2L, but you may need to come to campus to pick up or take certain assessments. You will be provided this information by the third class meeting so that you can plan accordingly. The 16PF or NEO require you to come to campus and take and score the assessment there. This can take up to two hours if you are unfamiliar with the process. If this will be a significant hardship for you (e.g., you live 3 hours away from campus), please let me know ASAP. Completion of the assessments is required and will be verified by D2L, a checklist kept by the staff in the department office of Counseling and Human Services 303 Warf-Pickel Hall, or submission of a score/reflection statement/initialed statement of completion. **If you take a portion of an assessment home or are mailed a portion of an assessment, your final grade will not be recorded until you return the item.**

Assessment Fact Sheets

In order to simulate what it would be like to select for use with a client or learn about a specific assessment's use (in the case of school counselors), students

will select an assessment category (e.g., achievement, aptitude, etc.) and will locate an instrument from that category that we are not covering in this course.

You will research the instrument and develop a fact sheet (no more than both sides of a single page). The fact sheet should include the following information: instrument name, purpose(s), target population, reliability, validity, norms, diverse population information, cost, where the instrument can be purchased, format(s), administration time, and administrator qualifications. In addition, you should provide the APA citations for the publisher's website and at least one test review. Finally, your fact sheet should include a brief summary (bullet point format is acceptable) of your evaluation of the advantages and disadvantages of this instrument. Do not forget that the idea of this fact sheet is that the reader would know what they could use the assessment to determine about a client. This should be very clear. You are also encouraged to consult the Course Documents section of D2L where you will find general assessment information links.

Make sure to leave time to complete this assignment before the due date. Some of the information may be challenging to locate. Please make sure this is a currently available assessment.

Discussions [20 points each; 100 points possible]

During the course, we will have regular discussions. Participation in the discussion will be graded according to the content and quality of your contributions. During this semester, we will do asynchronous discussion boards.

For each discussion topic, you must submit one post that addresses the main topic **and** two replies that add to the discussion with your colleagues. Remember that the discussion is a professional academic forum. Therefore, your posts are expected to be thoughtful, culturally-aware, and respectful of others. In order to receive full credit on your main post, you must incorporate course material or material acquired through your own additional research (e.g. readings, lectures, videos) to demonstrate your knowledge. Initial and follow-up posts will be due as noted in the course schedule. Please state to whom you are responding in your follow-up post.

While I am interested in your opinions (and I often ask for them) I am interested in your ability to apply what you are learning from the course material, and how you plan to use this to inform your opinion as a clinician. Please put some thought into these discussions. And as always, integrate and reference materials from the course or outside resources you have discovered. When you respond to others, make sure you add to the discussion. Finally, how is any of this applicable to your work with clients? For example, if you state a concern or issue about a topic, how would you address that in your work?

Guidelines are available in the course documents section of D2L. I also encourage you to consult the writing handout provided in D2L. If you have any questions about what constitutes a quality discussion board post after reading the materials on D2L, please contact me immediately. With the exception of the intro post, **posts will be due as stated in the course schedule.**

Assessment Quizzes [25 points each; 100 points possible]

Four assessment quizzes will be completed throughout the course. **These are to be completed individually.** Quiz due dates are indicated in the syllabus and content may be found in the corresponding D2L modules. Each assessment quiz is worth 25 points and includes questions about the assessment(s) administered or content reviewed. Quizzes are due as stated in the course schedule.

Group Project [100 points possible]

Students will work in assigned teams to compile a Power Point presentation on a chosen assessment tool. The approach students should take for this task is to prepare a presentation that could be used in a course such as this, to introduce and familiarize others with the chosen tool. The presentation should include the *history of the tool, information about reliability and validity, costs associated with purchasing/using the tool, the level of training required to administer the tool, a definition of the population for which the tool is intended to be used with, a picture of the forms and/or tool kit content, a summary (including a link) of at least one peer reviewed journal article about the tool, and the team's personal rating (on a scale of 1-5) of the tools useability and ease of administration.*

Additionally, the team should create a 1-2 minute video roleplay clip of one team member administering the tool to another team member. This can be done live or via Zoom. You will upload the clip to a slide in the Power Point.

Key Assignment: Assessment Report [100 points possible]

Throughout this course you will be administering and taking clinical assessments. For this Assessment Report assignment, you will create a fictitious client and then use the *16PF*, the *Beck Depression Scale*, the *Beck Anxiety Scale*, the *AUDIT*, and one additional tool appropriate to your client's presenting issues. You will determine the severity of your fictitious client's collective symptoms.

Use the following headings to organize your work: Identifying Information, Reason for Testing Referral, Assessments Administered, Results (include tables when appropriate), Interpretation, Summary, Conclusions/Recommendations, Signature. At the end of your report, consider the cultural implications for the assessment(s) and their appropriate use for diverse clients.

Testing Policy

Tests and quizzes will be administered via D2L and due by the date and time specified in D2L. They are to be completed without notes and books unless otherwise indicated. No late tests or quizzes will be accepted. **They are to be completed individually.**

Late and Missing Submission Policy

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero. It may be helpful, especially in a course such as this that does not have a specific meeting day and may have assignments due on different days, to set calendar reminders to help you manage due dates.

Grading Policy

A = A grade of A is assigned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or professional in your field of study. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the
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	learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/ revised.

Grades are calculated on a point system.

Assignment	Points
Discussions	100 points (5@20 points each)
Assessment Quizzes	100 points (4@25 points each)
Participation/Weekly Assignments	200 points
Assessment Report	100 points
Group Project	100 points
Total	600

555-600 = A 537-554 = A-

525-536 = B+ 495-524 = B

477-494 = B- 465-476 = C+

435-464 = C 434 and below = F

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

[Current Graduate Catalog](#)

Course Schedule

Session	Theme	Readings	Tasks/Assignments	CACREP (See Above)
Week #01 Aug. 23, 2021	<i>Course Introductions & Foundations</i>	* Syllabus * D2L: Ethics / Sec. E	Discussion Bd. #1: Assessment Attitudes	
Week #02 Aug. 30, 2021	<i>Basic Concepts of Assessment</i>	* Textbook, Ch. 1-2 * D2L: Forbes Article	> Tool: Mental Health Intake	2.F.7.b 2.F.7.e
Week #03 Sep. 06, 2021	<i>Basic Concepts Con't.</i> 09/06 = Labor Day	* Textbook, Ch. 3 * D2L: Therapeutic Alliance During Assess.	QUIZ #1: Basic Concepts & History of Assessment	2.F.7.a
Week #04 Sep. 13, 2021	<i>Multicultural Considerations</i>	* Textbook, Ch. 4 * D2L: Standards for Multicultural Assess.	Fact Sheet Due	2.7.F.m
Week #05 Sep. 20, 2021	<i>Measurement & Interpretation</i>	* Textbook, Ch. 5-6	Discussion Bd. #2: Chapters 1-4 Content	2.7.F.f 2.7.F.g 2.7.F.h
Week #06 Sep. 27, 2021	<i>Initial & Outcome Assessments</i>	* Textbook, Ch. 7		
Week #07 Oct. 04, 2021	<i>Substance Use Assessments</i>	* Textbook, Ch. 8	> Tools TBA	
Week #08 Oct. 11, 2021	<i>Mental Health Assessments</i> 10/11-12 = Fall Break		QUIZ #2: Measurement & Interpretation > Tools TBA	2.7.F.j 2.7.F.k CMHC C.1.e
Week #09 Oct. 18, 2021	<i>Intelligence/Ability Assessments</i>	* Textbook, Ch. 9-10	Discussion Bd. #3: Chapters 5-8 Content > Tools TBA	2.7.F.i 2.7.F.I SC G.1.e
Week #10 Oct. 25, 2021	<i>Interests/Values/Strength & Career Assessments</i>	* Textbook, Ch. 11-12	QUIZ #3: Intelligence Testing & Standardized MH Assessment	

			> Tools TBA	
Week #11 Nov. 01, 2021	<i>Personality Assessment</i>	* Textbook, Ch. 13 * D2L: Dr. Hyde Case	> Tools TBA	
Week #12 Nov. 08, 2021	<i>Interpersonal Relations Assessment/Genogram</i>	* Textbook, Ch. 14	Discussion Bd. #4: Chapters 9-12 Content > Tools TBA	
Week #13 Nov. 15, 2021	<i>Communication of Assessment Results</i> 11/11 = Veterans Day	* Textbook, Ch. 15-16 * Textbook Appendix B	Assessment Report Due	
Week #14 Nov. 22, 2021	<i>Abuse & Neglect Assessment</i> 11/24-26 = T-Giving	<i>To Be Announced...</i>	Discussion Bd. #5: Chapters 13-16 Content > Tools TBA Group Projects Due	2.F.7.d
Week #15 Nov. 29, 2021	<i>Suicide / Risk Assessment</i> 12/03 = Last Day	<i>To Be Announced...</i>	QUIZ #4: Suicide & Risk Assessment > Tools TBA	2.F.5.I 2.F.7.c
Final Exams Dec. 04-09, 2021	<i>There is no "final Exam" in this course.</i>			