

# TEACHING AND SUPERVISING ASSESSMENT BEYOND COVID19

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This document was developed by Section IX (Assessment) of Division 12 (Clinical Psychology) of the American Psychological Association.

Assessment education and training have been directly and significantly impacted by COVID-19. In addition to practice guidance (<https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19>), APA has provided some initial temporary considerations (<https://www.apa.org/topics/covid-19/psychological-assessment-training>) for those teaching and supervising psychological testing and assessment.

The decisions regarding how to proceed with assessment training during the COVID-19 era rely on many factors and must be made carefully and thoughtfully by each program and agency, taking into consideration their specific circumstances, needs, and resources.

The current document aims to provide specific suggestions for potential adaptations and options to consider in preparation for an unclear 2020-2021 academic/training year for both assessment instructors and assessment supervisors at multiple levels of training, in order to help with program and agency-based decisions. While the document offers a multitude of suggestions, it is by no means exhaustive.

**The safety and wellbeing of students, trainees/interns, instructors, supervisors, staff, and of course clients continues to be a top priority.**

# Table of Contents

A Word About Using this Document .....	3
Overall Purpose.....	4
Authors & Contributors.....	5
General Considerations	
Components of Assessment.....	6
Recommendations across training levels	
Program/Instructor/Supervisor Focus.....	7
Student/Client Focus.....	8
General Types of Assessment Tools and Situations	
Performance-Based Tests vs. Questionnaires and Inventories.....	9
Practice vs. Clinical Administration.....	9
Novel vs. Experienced Students/Trainees.....	10
Levels of Training & Specific Considerations per Modality	
Introductory Level Coursework.....	11
Remote Modality.....	12
In-person Distanced Modality.....	17
Blended Modality.....	20
Advanced Coursework/Practicum Training.....	22
Remote Modality.....	23
In-person Distanced Modality.....	27
Blended Modality.....	30
Internship Training.....	33
Remote Modality.....	34
In-person Distanced Modality.....	38
Blended Modality.....	41
A Word About Post-Doctoral Fellows.....	44
References & Resources.....	45
Consent Form Template.....	46

## **A Word About Using this Document**

There is limited information available in general about remote assessment and even less so regarding assessment training. With so many factors to consider, many may not necessarily agree on how exactly to proceed with teaching and supervising assessment at this time.

This document takes a cautious overall approach, especially with respect to teaching altered administration of performance-based tests at an early stage of training. However, it is also important to clarify that there is significantly less risk, if any, with respect to self-report measures and personality inventories taught and administered via remote modality (see, for example, Ben-Porath & Corey, 2020; Luxton, Pruitt, & Jenkins-Guarnieri, 2015).

As noted throughout, there may be certain adaptation ideas that are not included, ones you may disagree with, and others that are not feasible for you. Hopefully, this resource is useful regardless of that.

## Overall Purpose

Assessment training occurring during the unusual circumstances brought about by the COVID-19 pandemic and resulting social distancing measures has created a need for special consideration in how trainees at different levels of training are able to establish competent and effective practices during their education, under the guidance of their instructors and supervisors.

Several guidance documents have, to date, recommended ways in which graduate educational practices may be adapted to online learning; however, practical guidelines that assist instructors and students in teaching/learning assessment-related skills remain needed, as some of the traditional methods utilized to cover course content will require adaptation.

This document provides guidance on various topics, but it focuses primarily on the direct administration of tests as part of training, as this domain of learning is likely the most impacted and thus challenging to instructors/supervisors. The purpose of this document is to suggest some potential specific adaptations for instructional and training consideration, while also not dictating to assessment instructors and supervisors how to proceed in their individual training programs. Accordingly, it is fully recognized that different training programs and instructors may vary in their specific needs and instructional resources, and that these differences may necessitate different approaches to promoting effective learning. Concerns and possible issues associated with potential adaptations are noted, along with possible ways to manage training effectively.

In the upcoming months, states may implement different levels of stay-at-home orders and/or social distancing and other restrictive protocols. In addition, these may change on a periodic basis. Thus, it is necessary for assessment instructors and supervisors to be fully aware of and stay up to date on local expectations regarding in-person interactions and follow such guidelines accordingly. This continual and fluid process of change may require ongoing adaptation on the part of trainers.

This document offers a variety of considerations with respect to remote instruction/training modality, in-person with social distancing modality, or a possible combination of the two, as pertains to three major levels of training. Regardless of level of training, top priorities should always be the safety of students, faculty, supervisors, and of course clients. Instructors and supervisors are urged to explore and adapt such adaptations with discretion and in a way that best serves their students and trainees, while maintaining an expected standard of competency and ethical practice, as well as test security.

It may be helpful to share this document with program and training directors and other administrative staff who oversee relevant decision-making processes when adapting a plan for your program.

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## General Considerations

### *Components of Assessment:*

While much of the training in psychological assessment at the graduate level focuses on (and is dependent upon) administration (and coding/scoring and interpretation) of individual measures, there are many components of the assessment process (see APA Assessment Education Guidelines in Health Psychology: <https://www.apa.org/about/policy/guidelines-assessment-health-service.pdf>).

These include, but are not limited to:

- Theory (including psychodiagnostic systems and decision making, theories of personality and psychopathology, and theories of intelligence, among others)
- Psychometrics
- Ethics and professional issues
- Legal issues
- Clinical interviewing and building rapport
- Mental status exam and behavioral observations
- Test administration
- Test coding/scoring
- Test interpretation
- Contextualization of test data within individuals' culture, personal context, and other factors
- Integration of test and other clinical data, including reconciliation of contradictory findings
- Conceptualization, including the application of psychological theory to the integration of data
- Clinical decision making, including diagnosis and conclusions
- Recommendations tied to assessment findings
- Report writing
- Provision of feedback in multiple forms (including written reports, as well as in-person delivery of feedback and consultations to other mental health and non-mental health professionals and stakeholders)

### *Recommendations Across Training Levels: Program, Instructor, & Supervisor Focus*

- Regardless of modality and specifics, you will likely need to make some significant changes in the way you teach/supervise; thus, identify support resources and utilize consultation in doing so. While this will likely take a significant amount of time to prepare, consider possible advantages in revisiting your teaching and training methods and identifying ways to update and enhance strategies.
- Consider the flexibility/availability of administrative staff to work with you/approve a plan based on potential adaptations included, and provide ongoing needed support (e.g., necessary technology, physical space, disinfecting testing kits etc.).
- Evaluate opportunities for access to testing materials, as well as available resources and funds at your site for any necessary test materials, technology for acceptable remote administration, as well as to account for necessary increased supervision time and/or other training adaptations needed.
- Consider access to and reliability of technology at your university or training site, as well as at the homes of students/trainees and clients you typically work with.
- Consult and collaborate with fellow instructors and supervisors frequently.
- Review typical course assignments and training activities and decide which can be utilized per the different modalities, which need to be adapted, and which are simply not possible or advised under the current circumstances.
- **If offering an in-person or blended model, consider social justice and equity issues, including subtle pressure for students to attend in-person classes or training when perhaps they are uncomfortable/should not be doing so, for various reasons. See additional details across tables.**
- Utilize the ‘other’ space provided tables to consider individual circumstances of your program toward adaptation, and develop a decision-making checklist as you identify available resources or lack thereof.
- Finally, make sure to find time and incorporate self-care through this unprecedented time in our world and our field.

## *Recommendations Across Training Levels: Student & Client Focus*

- Consider short-term and long-term potential impacts on student competency development, as well as potential impact on clients (current and future). Continued re-evaluation of competency will likely be necessary as training circumstances evolve and change.
- Evaluate the types of cases and clients you work with—ask yourself whether it would be more detrimental to postpone an assessment with a particular client vs. providing an assessment that may or may not be complete. It may be necessary, appropriate, or the best practice to consider a referral to another provider for certain clients.
- Consider providing an assessment more limited in scope for the time being that will still meet the client’s basic and most urgent needs, without reliance of certain tests that require significant alterations of test administration. Additional, more in-depth follow-up assessment may be considered at a later time, as needed.
- Consider the experience/skill level of trainees carefully. Some trainees later on in coursework/training may be as inexperienced in assessment as early level ones, and considerations of assignment may necessitate additional evaluation of prior trainee experience, including familiarity and grasp of standardized administration procedures, as well as understanding of the importance and relevance of such procedures on validity of testing.
  - The introductory chapter in the Essentials of Assessment Supervision book (2019) may be a useful resource.
- Consider the comfort level and/or confidence of supervisees—even at a later training level—with the possibility of remote administration, and address accordingly. Likewise, consider your own level of familiarity, comfort, and confidence with potential remote administration of various tests, and ensure to practice accordingly.
- Make sure to allow time for practice—for trainees, interns, and supervisors—with new or different procedures in place (e.g., remote, distanced, with mask, plex divider, etc.) for establishing rapport, administering tests accurately, and providing feedback.



## General Types of Assessment Tools and Situations

### *Performance-Based Tests vs. Questionnaires and Inventories*

- There is a degree of variation regarding administration procedures depending on the type of test utilized that needs to be considered toward informed adaptations.
  - Standardized administration of performance-based tests (cognitive and personality) is most often crucial for accurate scoring and interpretation, as well as more significantly impacted by remote administration.
  - Administration of personality inventories must also follow a specific procedure that is important for validity and ethical practice, though it is typically less demanding than most performance-based tests, thus there is only limited potential of impact, if any, by remote administration (see Ben-Porath & Corey, 2020).
  - Many questionnaires and symptom checklists are already set up for online/remote use, and thus such measures have limited to no impact by changes in administration circumstances or, more specifically, remote administration.

### *Practice Administration vs. Clinical Administration*

- Learning test administration involves several steps, some of which are likely less impacted by a remote training modality, while others may be more substantially influenced.
  - Learning about the importance of, as well as the necessary steps for, standardized administration of a rigorous performance-based test may not be significantly impacted by remote teaching modality.
  - Information about the various subtests and concepts such as start points, discontinue and ceiling rules, and queries/clarifications and their relevance to coding can be reviewed in a similar manner as typical, in-person instruction.
  - It may also be possible for instructors and/or TAs to demonstrate some administration procedures, or even to observe some trainee administrations demonstrations (if students have access to physical test kits), using a remote modality. Test security via online platform is important to consider with potential for recording sessions.
  - The greatest impact is of course on direct, hands-on administration of tests, whether for practice or for clinical service.
  - **Consider that it may suffice to teach the *basics* of administration (e.g., item types, the broad ideas of basal and ceilings, etc.) versus spending a lot of time attempting to work around restrictions to teach the minutiae of**

**administration (e.g., queries, rotation corrections) to still not reach the typical and expected level of administration training. Instead, focus on these more specific components, which generally require a great deal of hands-on practice by trainees to become competent with, in more intensive administration training at a later time.**

- **HOWEVER, please note, the *basics* of administration noted above should not be used interchangeably with *actual* training in standardized administration of tests.**
- Many students in introductory courses practice with peers and/or TAs, as well as use volunteers who are recruited solely for students' training. Volunteers generally do not get any feedback on performance, and in fact testing is typically considered invalid, as students are expected to make mistakes as part of their learning. Thus, while there is little impact on the volunteer in terms of a remote/altered administration procedure, the impact is significant on the student's learning.
  - See potential adaptations and related concerns at the introductory course level table.
- In clinical cases where a trainee needs to administer tests to a client, the impact is significant for both the client and the trainee, due to multiple issues.
  - See potential adaptations and related concerns at the practicum level table.

### ***Novice vs. Experienced Students/Trainees***

- Students who are learning about testing and assessment for the first time have little knowledge or understanding of psychological tests.
- It is crucial that these novice students fully comprehend the reasoning and importance of standardized administration. Students typically need multiple administration experiences to feel more comfortable with testing and move toward a minimal level of competency, with reduced likelihood of potential harm to their future clients. Thus, altering administration in any way can be detrimental at this stage of training.
  - See potential adaptations and related concerns at the introductory course level table.
- Practicum trainees are not necessarily much further along than beginning students, and even advanced trainees and interns can sometimes have very limited to no actual testing experience outside of an introductory course. They need intensive supervision and guidance at this level. Thus, similar to students noted above, altering test administration can be detrimental to their learning and also to their clients. A supervisor and/or TA would be advised to take a more involved role, potentially administering certain tests as part of the assessment.
  - See advanced students/practicum and internship training level table.

## Specific Suggestions for Potential Adaptations Per Level of Training

### *Introductory Assessment Coursework*

- These assessment courses often include administration of various measures as a core component and typically rely on in-person interaction (and physical manipulation of test materials) for learning of basic/introductory standardized procedures.
- While training in test administration is indeed critical, especially at this early level of training, it is only one of many components essential for competency in psychological assessment.
- While test administration is significantly impacted by current circumstances, altered modalities of instruction likely have a lesser impact on teaching many other assessment components (e.g., psychometric foundation, scoring, interpretation, integration, conceptualization, and report writing, as well as ethics, diversity issues, and the overall role and impact of testing and assessment in the field of psychology).
- Courses at this level often include lectures, readings, and sample cases to introduce measures and concepts assessed (primarily cognitive and personality functioning), as well as direct administration demonstration and practice, often with peers, teaching assistants, instructors, or volunteers.
- The table below describes multiple potential adaptations instructors may consider at this level of training. While the table offers a variety of considerations, it is by no means exhaustive.
- Keep in mind that while fall 2020 may entail one teaching modality, spring 2021 may utilize another, and so some potential adaptations may be more relevant at a later time.

**First and foremost, consider the safety and well-being of students, instructors, and supportive staff.**

**Regardless of modality, consider postponing assessment courses and/or adjusting course sequence, if possible, to reduce any negative impact of current direct interaction limitations.**

## **Remote Modality**

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	Focus class time on the multitude of aspects of psychological assessment (see list above) less impacted by remote instruction modality	Insufficient skill acquisition	<p>Test administration is one component of many required for competency.</p> <p>Components other than administration and scoring often get less emphasized in training due to limited time. This may allow for maximization of higher-level assessment skills critical to assessment competency.</p> <p>This may mean a significant shift in how you utilize class time.</p> <p>Think of it as a unique opportunity to revisit your teaching methods and focus and find ways to enhance those.</p>

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>General (Continued)</b>	Break class into separate, smaller groups for some sessions for increased engagement and interaction or break up class time	Need to use full class time and keep all students engaged	Part of class time will be with instructor/ part in smaller groups with or individual/paired activity.  Pre-record parts of lecture & students can view it ahead then use “live” (online) class time to discuss questions and focus on other aspects that do not lend well to recordings.
	Be mindful regarding when class is scheduled to increase likelihood of engagement and learning	No control over schedule  Late class/after long day of online classes	Psychological assessment coursework entails a great deal of targeted, focused mental energy on the part of students. While it is hard to quantify differences in required focus and energy between this type of course and others (e.g., more theoretical courses or knowledge-oriented courses), it may benefit students to make this argument and work with fellow faculty and program directors to try and alleviate this.  Utilize breakout rooms, breaks, and varied activities (as opposed to lengthy lectures) to increase engagement.  Get input from fellow instructors and students on what is effective.
	Assess and adjust periodically as needed; get TA and/or student input	No time for this	Utilize simple student polls for either very specific feedback on certain aspects (activity utilized) or general feedback.  TA sessions may carve out time for this.

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration</b>	<b>Postpone training on administration of performance-based tests entirely</b>	Negative impact on competency	Consider dedicating time specifically for administration at a later time and focus on other components of assessment towards developing competency.
	Postpone hands-on testing practice and include a greater focus on didactic learning related to administration rules, including more demonstration (live) of administrations	Test security  Practice enhances knowledge of rules  Limited time	Use a secure digital platform to maintain test security. <i>Do not record test specific information.</i>  Utilize quizzes and review activities in class, TA lab, or as assignments to assess knowledge of standardization practice.  If there is access to test kits, TAs can model test administration to small groups online.  Explore whether providing a kit to students is an option (see blended modality suggestions) or at least a blank test protocol and perhaps access to electronic manual for increased familiarity with administration expectations.
	Hands on practice—practice administration only with those sharing shelter in place	Students may not have access to test kits	If students have access to test kits, then this may be possible.  Find ways for students to video record their administrations to their volunteers, as feedback from these administrations may need to take the place of in-person administrations with instructors or TAs.

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration (Continued)</b>	Teaching remote test administration	<p><b>Instilling bad habits that are hard to 'undo' when we go back to more traditional administration procedures</b></p> <p><b>Implicitly communicating to students that standardized administration of tests is not that important</b></p>	<p><b>The concerns noted are difficult to mitigate, and this is not recommended at this time.</b></p> <p>Review standard administration rules and demonstrate administration of tests to students.</p> <p>Have TAs further review/quiz details of administration procedures.</p> <p>Provide more intensive hands on training at a later time.</p>
<b>Scoring, Interpretation, Integration, &amp; Report Writing</b>	Utilize readily available case data for interpretation and report writing assignments	<p>No time to prepare</p> <p>No available cases</p>	<p>Collaborate with colleagues.</p> <p>Generate cases using test profiles from interpretive manuals and books.</p> <p>Review assignment ideas and materials via APTC document.</p> <p>Utilize TAs or supervisors with previous case data to aid in students practice with understanding scoring, interpretation and report writing.</p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Scoring, Interpretation, Integration, &amp; Report Writing (Continued)</b>	Utilize small group breakouts for increased interactive learning. This may include scoring rules and practice.		TA may help facilitate and instructor can rotate through groups.  Make activities structured with clear expectations. <i>For example:</i> Review test data and generate interpretations. Review and critique a sample write up using the proficiency report review form.
	Practice scoring of protocols (may also assist with learning administration)	No availability of test kits  Secure availability of protocols	Explore whether providing a kit to students is an option (see blended modality suggestions) or perhaps access to electronic manual for scoring  Consider scoring a protocol in TA as a small group activity if there is no way to get a filled in protocol securely to students
<b>Other/Specific Program Adaptations</b>			



## In-Person w/ Distancing Modality

Be mindful of inequity issues for students who cannot/should not participate in person. See further below.

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>General</b>	<p>Smaller group meetings if possible.</p> <p>Use a flipped classroom approach (pre-recorded lectures and basic didactic material provided to students for ‘on-demand’ learning outside of class time, along with utilization of class time to do what would normally be done as ‘homework,’ such as practice) to minimize time needed for in-person work</p>	<p>Maintaining social distancing</p> <p>Wearing masks</p> <p>Disinfecting testing materials</p>	<p>Explore options for reduced class size/added sections to be taught by an adjunct.</p> <p>Break class time/group into two and meet separately. The group not meeting with instructor may meet with TA and/or work independently or in pairs on targeted structured learning assignments.</p> <p>Consider utilizing a private outdoor space if available.</p> <p>Establish a clear protocol regarding test cleaning and a way to ensure it is followed.</p>
<b>Test Administration</b>	<p>Follow distance guidelines.</p> <p>Review resources available for certain tests.</p>	<p>Certain tests cannot be effectively administered with maintaining distance</p>	<p>Consider tests where this is more possible/less problematic.</p> <p>Explore option of a plexiglass divider option. Keep in mind there is no information yet available about potential impact of this on testing data.</p>

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration (Continued)</b>	Be particularly mindful of students and/or volunteers from high-risk groups, or who may live with others from these groups	Health and safety of others, liability	<p><b>If students would be at a disadvantage by not attending in-person sessions and there is no way available to equalize this, reconsider this modality. Use a remote modality.</b></p> <p><b>Keep in mind that students' risk level may not always be visible or known, so it may be safer to assume that they are high risk or are living with people who are.</b></p>
	Using masks and other protective equipment	Interfere with quality of interaction and impact validity of certain tests	<p>Do the best you can. Consider clear masks that show one's mouth or another type of clear divider.</p> <p>Discuss the impact of protective gear in class and apply to clinical situations as a reflective learning activity.</p>
	Focus on safe practice test administration with peers and TAs rather than volunteers	Certain tests cannot be administered with required distance	The experience of administering even a few tasks in a standardized manner would suffice in gaining some familiarity. This skill can be further developed at a later time.
<b>Scoring, Interpretation, Integration, and Report Writing</b>	Proceed as under regular instruction utilizing smaller groups and larger spaces	No space available/class size	<p>Explore option of decreased class size/add a section with adjunct.</p> <p>Consider splitting class into two groups to allow for increased distanced. See example below.</p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Scoring, Interpretation, Integration, and Report Writing (Continued)</b>	Small group continued	Space Continued	<i>For example:</i> half the class meets with instructor as a small group while other half either meets with TA or completes individual or paired assignment and switch groups. This allows to utilize full session time towards.
<b>Other/Specific Program Adaptations</b>			

## Blended Modality

Be mindful of inequity issues for students who cannot/should not participate in person. See below.

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>General</b>	<p>Recorded lectures and reading assignments (like flipped classrooms)</p> <p>Online discussion forums</p> <p>In-person ONLY for necessary practice with physical materials</p>	<p>Instructors and/or students feeling unsafe to participate/be in high-risk group</p>	<p>Be flexible.</p> <p>Be mindful with potential impact on developing competency and grades and adjust accordingly. See recommendations below for test kits and administration.</p>
<b>Test Administration</b>	<p>Limited number of small group sessions with instructor and/or TA for familiarity with test kits and practice administration</p>	<p>Certain students cannot attend in person</p> <p><b>Unfair advantage/inequal learning opportunity</b></p> <p><b>Pressure to attend despite health/safety issues and/or potential impact on grading</b></p>	<p>If possible, individual sessions with test kits with instructor/TA communicating via zoom to enhance safety.</p> <p>If possible, provide kits for students not attending in-person session. Arrange for limited to no interaction pick up/drop off.</p> <p><b>If there is no option to provide test kits to students who cannot attend in-person sessions, reconsider offering such in-person sessions. Use a remote modality.</b></p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Test Administration (Continued)</b>	Follow in-person social distancing considerations above	See above	See above
<b>Scoring, Interpretation, Integration, and Report Writing</b>	Proceed as under regular instruction but also utilize secure platform (e.g. encrypted email, etc.) for instructor/TA written feedback to minimize in-person meeting when possible	Limited impact of distancing requirements	Be flexible. Consider secure ways to transfer data. De-identify as much as possible. Provide verbal feedback via audio/video platform (e.g. zoom) to increase data security
	Utilize distancing guidelines if in-person	Physical space/number of students	See suggestions above under in-person modality
<b>Other/Specific Program Adaptations</b>			

## *Advanced Assessment Coursework/Early Practicum Training*

- Advanced courses typically build upon introductory coursework, expanding into valid interpretation and meaningful integration and conceptualization.
- These courses also often introduce new measures and their standardized administration procedures.
- The various tests are often administered to clients within a university training clinic or practicum setting.
- Practicum training similarly builds upon assessment coursework and diagnostic theory to apply knowledge and skills for various referral questions/concerns.
- Trainees are often provided/guided toward specific measures by supervisors to administer based on referral question/concern.
- Administration, scoring, and interpretation of results is closely supervised by a licensed psychologist with the expectation that a student can start to combine coursework practice and standardized administration procedures to inform case conceptualization, diagnosis, and recommendations.
- Trainees are often also expected to communicate results verbally via consultations and feedback sessions.
- Advanced students develop their clinical voice and individual report writing style, incorporating agency-based assessment report requirements.
- At this level, there is an increased level of potential adaptations and related concerns to consider since direct clinical work is involved. There are a multitude of factors to consider depending on specific site (type of setting, typical clientele demographics and needs, risk issues, legal factors, number of trainees, supervisor to trainee ratio, funding and resources, availability of intern/post-doc support, testing materials and technology, physical space, flexibility with services, role of testing and assessment in training program, etc.).

**First and foremost, consider the safety and well-being of students/trainees, supervisors, support staff, and of course clients.**

**Regardless of modality, consider pausing or reducing capacity of direct assessment services by trainees to clients under altered conditions.**

**Remote Modality**

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	<p>Incorporate more complex clinical mock cases for interpretation</p> <p>Practice meaningful integration and report writing skills</p>	<p>What about test administration?</p> <p>Confidentiality issues</p> <p>No available cases</p>	<p>Test administration is one component of many required for competency. See below for test administration adaptations.</p> <p>Ensure cases are fully de-identified.</p> <p>Collaborate with fellow instructors for resources/cases.</p>
<b>Client Consent</b>	<p>Be clear regarding potential impact of altered test administration on validity of assessment as well as other possible risk in written consent</p>	<p>Not sure what to include/how to word it</p> <p>Client does not fully comprehend potential issues</p>	<p>See sample consent form.</p> <p>Review consent even more thoroughly than usual to ensure clients (and trainees) fully understand such issues.</p>

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration</b>	<p>Consider postponing testing if/when possible</p> <p>Identify options for available tests following standardized administration</p>	<p>Testing may be necessary</p>	<p>Consider whether it is more detrimental to postpone testing vs. conducting testing with limited resources and negatively impacting validity.</p> <p>Consider referring out to a more qualified/trained provider.</p>
	<p><b>Supervisors (licensed psychologists) administer any remote performance-based tests</b></p> <p>Guide students through interpretation.</p> <p>Students conduct clinical interviews, any self-report measures (observe via zoom), records reviews, collateral measures.</p> <p>Student interpret, integrate write reports and provide feedback</p>	<p>Limited time for instructors/supervisors</p> <p>Client does not have access to necessary technology and/or environment is inadequate for testing</p> <p>Security of test materials</p>	<p>Utilize advanced interns or post-doctoral fellows if part of agency. Students observe testing and collaborate on cases for continued exposure and practice.</p> <p>Have client come into the office but conduct testing remotely to ensure proper environment and technology. This option may also reduce need for third party in room with client. With client in office for remote testing test materials may be more readily available.</p> <p><b>If no experienced examiner is available to directly assist or sufficiently familiar with remote administration of tests where altered administration is likely to have a significant impact on validity of assessment, reconsider taking the case/refer out.</b></p>



Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration (Continued)</b>	Trainees conduct remote test administration	<p><b>Similar concern at this level as with beginning students:</b></p> <p><b>Instilling bad habits that are hard to 'undo' when we go back to more traditional administration procedures</b></p> <p><b>Implicitly communicating to students that standardized administration of tests is not that important</b></p>	<p><b>The concerns noted are difficult to mitigate, and this is not recommended at this time.</b></p> <p><b>If for some reason this is necessary, administration should be observed live by supervisors, and consider only trainees who have already demonstrated a high level of test administration skill.</b></p>
	Pair up trainees for support, greater attention to detail, assist with issues as arise, and potentially enhance validity	Limited direct learning opportunity	<p>Observation of testing can be an effective way to learn. It can also provide valuable feedback to examiner.</p> <p>Trainees can work together on interpretation of data and provide feedback on writing can also be an excellent learning experience.</p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Scoring, Interpretation, Integration, &amp; Report Writing</b>	Proceed as before restrictions with clinical cases per consideration above	Not enough cases, time resources	Pair students to work collaboratively on cases.
	Closer review of administration and scoring of protocols to ensure accuracy and identify potential impact on validity	Limited time available	Use of group supervision time, TAs, or other advanced trainees.
	Provide copy of report via secure platform	Do not have this option	If no secure platform utilize a password protected document and encrypted email.  Make sure to note any alterations in testing administration and potential impact of results in the report.
<b>Feedback</b>	Allow opportunities to practice verbal feedback	Remote impact on interaction	Acknowledge limitations and discuss in advance and during feedback session as needed
<b>Supervision</b>	Conduct supervision sessions via remote modality	Confidentiality and security of information	Use a secure platform and deidentified information as much as possible
<b>Other/Specific Program Adaptations</b>			

<b>In-Person w/ Distancing Modality</b>			
<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	Smaller group meetings if possible.	Maintaining social distancing & wearing masks	<p>Consider space available and number of students. Discuss experiences of students with distancing and masks.</p> <p>Be flexible with scheduling in-person time.</p> <p>Break group time into two and meet separately. The group not meeting with instructor may meet with TA and/or work independently or in pairs on targeted structured learning assignments.</p> <p>Consider utilizing a private outdoor space if available.</p>
	Use a flipped classroom approach (pre-recorded lectures and basic didactic material provided to students for 'on-demand' learning outside of class time, along with utilization of class time to do what would normally be done as 'homework,' such as practice) to minimize time needed for in-person work	Program does not have such resources	Consider collaborating with other programs to share resources and materials. Explore available resources via assessment groups or online. This can be a long-term rather than temporary resource for assessment training.

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Client Consent</b>	Make sure to explain distancing rules, potential impact on assessment and associated risk	Not sure what to include/how to word  Client does not fully understand	See sample consent form and edit as needed.  Review consent even more thoroughly than usual to ensure clients (and trainees) fully understand such issues.
<b>Test Administration</b>	Follow distance guidelines	Impact of masks  Maintaining distance in not possible  Disinfecting testing materials	Consider tests where this is more possible/less impactful.  Consider a plexiglass divider option. Keep in mind there is no information yet available about potential impact of this on testing data.  Establish a clear protocol regarding test cleaning and a way to ensure it is followed.
	Be mindful of clients of certain age groups, high-risk groups, mental health issues	Kids may be frightened of masks/other protective gear	Explain use of protective gear in advance.  Make sure to allow time for establishing rapport before testing.  Consider type of mask/protective gear.  Consider a plexiglass divider option. Keep in mind there is no information yet available about potential impact of this in testing data.

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Test Administration (Continued)</b>	Closer monitoring or review of testing procedures	How to do this in a small space	Consider recording sessions if can be done in a secure way to help identify any issues relevant to validity and for general learning, as having a third person in the room may interfere with necessary distancing.
<b>Scoring, Interpretation, Integration, and Report Writing</b>	Proceed as under regular instruction	No significant impact of distancing requirements	N/A Make sure to note any alterations in test administration procedures and potential impact on testing results in report.
<b>Feedback</b>	Maintain distancing & utilize protective gear	Impact of protective gear on interaction	Discuss in advance and in feedback session as needed to reduce negative impact
<b>Supervision</b>	Maintain distancing & utilize protective gear	Impact of protective gear on interaction	Discuss in advance and in feedback session as needed to reduce negative impact
<b>Other/Specific Program Adaptations</b>			

<b>Blended Modality</b>			
<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	See remote and in-person adaptations above		
<b>Client Consent</b>	Consent form needs to include both remote administration issues as well as distancing and risk if both modalities are utilized	Not sure what to include/how to word  Client does not fully understand	See sample consent form and edit as needed.  Review consent even more thoroughly than usual to ensure clients (and trainees) fully understand such issues.
<b>Test Administration</b>	Conduct clinical interview via online platform (e.g. zoom) to limit in-person visits	Technology access issues	Have client in office but meet remotely to ensure access to necessary technology/quiet space and other necessary environment factors
	Follow distance guidelines for various tests  Be mindful of volunteers and high-risk groups  Consider postponing as noted above	Impact of masks/dividers  Maintaining distance in not possible	Consider tests where this is more possible/less impactful  Practice with plexiglass divider if an available resource. Keep in mind there is no information yet available about potential impact of this on testing data.  Establish a clear protocol for disinfecting test materials and ensure follow through.

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Scoring, Interpretation, Integration, and Report Writing</b>	<p>Complete scoring on-site if test kits are needed</p> <p>Utilize online scoring when possible</p> <p>Complete interpretation and report writing remotely</p>	Limited impact of distancing requirements	Make sure to note any alterations in testing administration and potential impact of results in the report.
	Utilize secure platform for both written (encrypted email) and verbal (phone, zoom) supervisor feedback to minimize in-person meeting when possible	No secure platform	If no secure platform utilize a password protected document and encrypted email.
<b>Feedback</b>	Conduct feedback session via remote modality to minimize in-person interaction	Impact on interaction	<p>Acknowledge remote interaction limitations and check in with client throughout feedback session.</p> <p>Consider if an in-person distanced session would be necessary for some reason and follow guidelines for such modality</p>
<b>Supervision</b>	Conduct supervision sessions via remote modality to minimize in-person interaction	Confidentiality and security of information	Use a secure platform and deidentified information as much as possible

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Other/Specific Program Adaptations</b>			



## *Internship Training*

- Administration, scoring, and interpretation continue to be supervised, but with more independence given to the intern.
- Interns utilize knowledge and training to select appropriate assessment measures to administer based on referral question.
- Interns are often expected to select appropriate measures and interpret results combining information learned from coursework, research, and professional standards and guidelines to inform case conceptualization, diagnosis, and recommendations.
- Interns continue to develop their clinical voice and individual report writing style in more depth, while incorporating agency-based assessment report requirements.
- Interns are often required to present results concisely both verbally and in written report form to both supervisors and clients in feedback sessions.
- In some ways, potential adaptations for interns are similar to those with trainees discussed above. However, interns are expected to have more general clinical knowledge and experience with completed coursework and practica training. They are also expected to have more experience with testing and assessment, as well as work more independently, at this level.
- **Consider providing assessments more limited in scope for the time being that will still meet clients' basic and most urgent needs without reliance on certain tests that require significant alterations of test administration. Additional, more in-depth follow up assessment may be considered at a later time as needed.**

**First and foremost, consider the safety and well-being of interns, supervisors, support staff, and of course clients**

**Regardless of modality, consider interns' level of competency with testing and appropriateness of them conducting testing under altered conditions.**

**Remote Modality**

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	<p>Consultation and supervision via zoom and emailing encrypted drafts for feedback</p> <p>Clinical interview via online platform (e.g. zoom) to limit in-person visits</p>	<p>Challenges with building rapport</p>	<p>Address in supervision and practice with peers.</p> <p>Additional supervision and consultation time. Consider resources available</p> <p>Consider reviewing administration and scoring more closely than usual.</p>
<b>Client Consent</b>	<p>Be clear regarding potential impact of altered test administration on validity of assessment as well as other possible risk in written consent</p>	<p>Not sure what to include/how to word it</p> <p>Client does not fully comprehend potential issues</p>	<p>Review consent even more thoroughly than usual to ensure clients (and interns) fully understand such issues.</p> <p>See sample consent form.</p>

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<p><b>Test Administration</b></p>	<p><b>Supervisor assists with direct administration of certain tests while interns administer some measures with increased supervision</b></p> <p>Consider which tests to utilize—some may be more readily available for remote administration than others while measuring similar abilities.</p>	<p>Limited supervisor time</p>	<p>Keep in mind that this is a liability issue for clinical supervisor</p> <p>Consider capacity and number of cases</p> <p>Pair up interns where one observes to help ensure proper administration and identify potential validity issues</p> <p>Consider the level of experience of each intern.</p> <p>On some occasions, interns have very limited hands-on test administration practice and would need intensive guidance and supervision as same concerns with trainees.</p> <p>Consider funds and resources for new/different tests that may be more available for remote administration and with lesser impact than ones you have onsite.</p>
	<p>May need to send certain materials to client</p>	<p>Time issues, test security, safe return on materials</p>	<p>Consider client coming to office but utilizing remote testing. This may simplify availability of test materials, security, and return. This may require the use of a document camera.</p>

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>Test Administration (Continued)</b>	May need a neutral third party with client to help with administration, staying on task, etc. This is especially relevant for younger clients and ones with specific mental health issues	Confidentiality and test security issues  Possible impact of third party on test results (e.g., parent of younger child)	Explain clearly and in advance the rules that must be followed during sessions and the importance of those for sake of the validity of assessment, accuracy of findings, and thus related recommendations.  <b>If no neutral third party is available and the person could have detrimental negative impact on testing, consider utilizing in-office remote administration option, postponing testing, or referring out.</b>
	Consider less commonly used tests that do not have manipulative stimuli but measure necessary abilities as indicated by referral question	Site does not have other tests available	Explore funding for this if it is a helpful solution  Consider sharing materials with other nearby sites as long as test materials are properly disinfected!
<b>Scoring, Interpretation, Integration, &amp; Report Writing</b>	Complete interpretation and report writing remotely  Utilize secure platform for both written (encrypted email) and verbal (phone, zoom) supervisor feedback to minimize in-person meeting when possible	Limited measures available	Utilize tests with online scoring  Consider collaborating with other sites if possible and exchanging/sharing measures

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Feedback</b>	Providing feedback via zoom or similar online platform	Providing feedback and written report to client securely	Utilize feedback letters, phone/video feedback sessions when possible  Consider secure ways to provide feedback and written report to client  Practice needed for delivering feedback remotely  Clarify limitations/issues with remote administration and findings as needed in feedback
<b>Supervision</b>	Conduct supervision sessions via remote modality	Confidentiality and security of information	Use a secure platform and deidentified information as much as possible
<b>Other/Specific Program Adaptations</b>			

## In-Person w/ Distancing Modality

Competency	Potential Adaptation	Concerns	Possible Ways to Manage
<b>General</b>	Smaller group meetings if possible.	<p>Maintaining social distancing</p> <p>Wearing masks and use other protective gear as indicated</p>	<p>Consider space available and number of interns. Discuss experience with distance and masks.</p> <p>Be flexible with scheduling in-person time.</p> <p>Break group time into two and meet separately. The group not meeting with instructor may meet with TA and/or work independently or in pairs on targeted structured learning assignments.</p> <p>Consider utilizing a private outdoor space if available.</p>
<b>Client Consent</b>	Make sure to explain distancing rules, potential impact on assessment and associated risk	<p>Not sure what to include</p> <p>Client does not fully understand</p>	Make sure to include any impact of distancing in consent forms as well as written report (see sample consent in resources)
<b>Test Administration</b>	Practice administration with social distancing in place, and adjust physical space as needed	<p>No space available</p> <p>Certain tests cannot be properly administered with distance</p>	<p>Ensure health safety of participants</p> <p>Be mindful with test selection, consider necessity of certain tests, explore other tests that may be utilized for measuring same capacity with less reliance on manipulatives, etc.</p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Test Administration (Continued)</b>	Follow in-person social distancing considerations above	Impact of masks and plexiglass on rapport and performance  Disinfecting testing materials	Practice with plexiglass divider if an available resource. Keep in mind there is no information yet available about potential impact of this on testing data.  Practice wearing masks and check in with client about it  Establish a clear protocol regarding test cleaning and a way to ensure it is followed.
<b>Scoring, Interpretation, Integration, and Report Writing</b>	Complete scoring on-site if test kits are needed  Utilize online scoring  Complete interpretation and report writing remotely	Limited consultation time with peers and supervisor	Review administration and scoring more closely than usual  Discuss and clarify in supervision any potential impact of altered administration on data and conclusions based on findings  Make sure to note any alteration administration issues in written reports
<b>Feedback</b>	In-person distanced feedback must utilize proper protective gear and distancing	Consider emotional reactions and protective gear	Explain use of protective gear in advance. Make sure to allow time for establishing rapport before testing. Consider type of mask/protective gear.  Utilize feedback letters, phone/video feedback sessions when possible

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Supervision</b>	Maintain distancing & utilize protective gear	Impact of protective gear on interaction	Discuss in advance and in feedback session as needed to reduce negative impact
<b>Other/Specific Program Adaptations</b>			



<b>Blended Modality</b>			
<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>General</b>	Clinical interview and most tests via online platform (e.g. zoom) to limit in-person visits	Challenges with building rapport	May need more than one session. Consider a combination of in-person and remote interview depending on individual factors
<b>Client Consent</b>	See remote & In-person distancing modality adaptations	See above	See comments re clarifying any remote or other alterations to standardized administration in consent as well as report and feedback
<b>Test Administration</b>	Carefully consider which tests can/would be better to administer remotely vs safe in-person	Availability of tests  Impact of masks and plexiglass on rapport and test performance	Consider test availability and whether can meet client needs based on available resources vs referring to another provider  Explain use of protective gear in advance. Make sure to allow time for establishing rapport before testing. Consider type of mask/protective gear.  Keep in mind there is no information yet available about potential impact of plexiglass divider or use of masks on testing data.  Have clear protocol for keeping tests clean and how to ensure follow through

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Scoring, Interpretation, Integration, and Report Writing</b>	<p>Complete scoring on-site if test kits are needed Utilize online scoring when possible</p> <p>Complete interpretation and report writing remotely Utilize secure platform for both written (encrypted email) and verbal (phone, zoom) supervisor feedback to minimize in-person meeting when possible</p>	<p>Limited supervisor time</p> <p>Limited consultation time with peers and supervisor</p>	<p>Maintain social distancing guidelines Consider secure platforms for supervision and report feedback &amp; de-identify data/report when possible</p> <p>Review administration and scoring more closely than usual</p> <p>Discuss and clarify in supervision any potential impact of altered administration on data and conclusions based on findings</p> <p>Make sure to note any alteration in test administration and potential impact on results in written reports</p>
<b>Feedback</b>	<p>Conduct feedback session via remote modality to minimize in-person interaction</p>	<p>Impact on interaction</p>	<p>Acknowledge remote interaction limitations and check in with client throughout feedback session.</p> <p>Utilize feedback letters when appropriate.</p> <p>Consider if an in-person distanced session would be necessary for some reason and follow guidelines for such modality</p>
<b>Supervision</b>	<p>Conduct supervision sessions via remote modality to minimize in-person interaction</p>	<p>Confidentiality and security of information</p>	<p>Use a secure platform and deidentified information as much as possible</p>

<b>Competency</b>	<b>Potential Adaptation</b>	<b>Concerns</b>	<b>Possible Ways to Manage</b>
<b>Other/Specific Program Adaptations</b>			

## ***A Word About Post-Doctoral Fellows***

- Administration, scoring, and interpretation continue to be supervised but with even more independence.
  - ***However, if remote testing or unusual/alternatives methods of administrations are utilized, it may be necessary to increase such oversight to ensure validity is maintained as best as possible. Remember that liability for testing cases ultimately fall on the licensed supervisor.***
  
- Post-docs can continue to utilize their knowledge in selecting appropriate assessment measures to administer based on referral question and continue to enhance their interpretation, integration, conceptualization, and report writing skills.
  - ***However, if remote testing or unusual/alternatives methods of administrations are utilized, increased supervision may be necessary in terms of accurate interpretations and consideration of any significant impact (substituting subtests, tests, etc.).***
  
- Post-docs continue to develop their clinical voice and individual report writing style in more depth while incorporating agency-based assessment report requirements as well as present results concisely both verbally and in written report form to both supervisors and the client in feedback sessions.
  
- Post-docs may also be expected to support trainees at an earlier level of training at various stages of the assessment process.
  - ***However, if testing or unusual/alternatives methods of administrations are utilized, it is important to consider the post-doc's level of experience as well as comfort and confidence with alternative test administration.***
  
- ***Many of the considerations noted for interns would be relevant for post-docs as well.***

## References & Resources

Council of Chairs of Training Councils Statement on Education and Training Considerations during COVID-19 Pandemic (March 2020):

<https://pr4tb8rrj317wdwt3xlafg2p-wpengine.netdna-ssl.com/wp-content/uploads/2020/03/CCTC-Stmt-Education-and-Training-Considerations-during-COVID-19-Pandemic-3-23-20.pdf>

International Neuropsychological Society Telehealth Resources During COVID-19 <https://www.the-ins.org/special-announcements/covid-19/>

The American Psychological Association: Guidelines for Education and Training in Psychological Assessment in Health Service Psychology (March 2020) <https://www.apa.org/about/policy/guidelines-assessment-health-service.pdf>

The American Psychological Association: Guidance on psychological tele-assessment during the COVID-19 crisis (April 2020)

<https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19>

The American Psychological Association: Neuropsychological and psychological testing during COVID-19 (April 2020)

<https://www.apaservices.org/practice/clinic/covid-19-neuropsychological-psychological-testing>

The American Psychological Association: Psychological assessment training during COVID-19 (April 2020) <https://www.apa.org/topics/covid-19/psychological-assessment-training>

The American Psychological Association: Psychological Tele-Assessment During COVID-19: Ethical and Practical Considerations webinar (May 2020): <https://attendee.gotowebinar.com/recording/7314002332415112450>

The American Psychological Association Telehealth testing with children: Important factors to consider:

<https://www.apaservices.org/practice/legal/technology/telehealth-testing-children-covid-19>

The Inter Organizational Practice Committee Evidence based neuropsychological care during the COVID-19 pandemic (April 2020)

<https://iopc.squarespace.com/teleneuropsychology>

Corey, D. M., & Ben-Porath, Y. S. (2020). Practical guidance on the use of the MMPI instruments in remote psychological testing. *Professional Psychology: Research and Practice*, 51(3), 199-204. <http://dx.doi.org/10.1037/pro0000329>

Luxton, D. D., Pruitt, L. D., & Jenkins-Guarnieri, M. A. (2015). Clinical assessment in clinical videoconferencing. In *Clinical Videoconferencing in Telehealth* (pp. 203-220). Springer, Cham.

Wright, A.J., Brabender, V., & Pade, H. (2019). The Use of Guidelines in Assessment Supervision. In A. J. Wright (Ed.), *Essentials of Assessment Supervision*. Wiley.

**Please also review additional guidance published and made available for specific test administration.**

## **Tele-assessment consent form template sample to be adapted as needed courtesy of A. Jordan Wright**

### ***MAKE SURE TO CONSIDER STATE LAWS AND ADJUST LANGUAGE AS NEEDED***

I \_\_\_\_\_ hereby consent to engage in a tele-assessment at XX. Tele-assessment is a form of psychological assessment and evaluation service provided via internet technology, which can include interviews, surveys, and other interactive tasks using interactive audio, visual, or data communications. I also understand that tele-assessment involves the communication of my medical/mental health information, both orally and/or visually.

Tele-assessment has the same purpose or intention as psychological, educational, or neuropsychological assessment sessions that are conducted in person. However, due to the nature of the technology used, I understand that tele-assessment may be experienced somewhat differently than face-to-face, in-person assessment sessions.

I also understand that some measures used in tele-assessment may not be as precise or accurate as they would be in face-to-face, in-person assessment sessions. This is because some measures used in tele-assessment are being administered in a way that they were not specifically developed to be administered. I further understand that the counselor knows and understands these issues and will use the data in a way to maximize their accuracy and work with any unsure circumstances. This may include adding more measures to evaluate areas that are unclear, and it may include not being able to make as specific conclusions, decisions, or recommendations as would be possible in face-to-face, in-person assessment services.

I understand that I have the following rights with respect to tele-assessment:

### **Client's Rights, Risks, and Responsibilities**

1. I, the client, need to be a resident of STATE (This is a legal requirement for mental health professionals practicing in this state under a STATE license.)
2. I, the client, have the right to withhold or withdraw consent at any time without affecting my right to future care or treatment.
3. The laws that protect the confidentiality of my medical information also apply to tele-assessment. As such, I understand that the information disclosed by me during the course of my assessment or consultation is generally confidential. However, there are both

mandatory and permissive exceptions to confidentiality, which are described in the general Consent Form I received at the start of my treatment at AGENCY.

4. I understand that there are risks and consequences of participating in tele-assessment, including, but not limited to, the possibility, despite best efforts to ensure high encryption and secure technology on the part of my counselor, that: the transmission of my information could be disrupted or distorted by technical failures; the transmission of my information could be interrupted by unauthorized persons; and/or the electronic storage of my medical information could be accessed by unauthorized persons.

5. There is a risk that services could be disrupted or distorted by unforeseen technical problems.

6. In addition, I understand that tele-assessment-based services and care may not be as complete as face-to-face services. I also understand that if my counselor believes I would be better served by another form of therapeutic services (e.g., face-to-face services), I will be referred to a professional who can provide such services in my area.

7. I understand that I may benefit from tele-assessment, but that results cannot be guaranteed or assured. I understand that there are potential risks and benefits associated with any form of psychological assessment, and that despite my efforts and the efforts of my counselor, my condition may not improve, and in some cases may even get worse.

8. I accept that tele-assessment does not provide emergency services. If I am experiencing an emergency situation, I understand that I can call 911 or proceed to the nearest hospital emergency room for help. If I am having suicidal thoughts or making plans to harm myself, I can call the National Suicide Prevention Lifeline at 1.800.273.TALK (8255) for free 24-hour hotline support. Clients who are actively at risk of harm to self or others are not suitable for tele-assessment services. If this is the case or becomes the case in future, my counselor will recommend more appropriate services.

9. I understand that there is a risk of being overheard by anyone near me if I am not in a private room while participating in tele-assessment. I am responsible for (1) providing the necessary computer, telecommunications equipment, and internet access for my tele-assessment sessions, and (2) arranging a location with sufficient lighting and privacy that is free from distractions or intrusions for my tele-assessment sessions. It is the responsibility of the counselor to do the same on their end.

**I have read, understand, and agree to the information provided above regarding tele-assessment services at AGENCY**

**SIGNATURES & DATE**