### Instructor: Steffany J. Homolka, Ph.D.
### Office: 204H, Academic Building
### Office Hours: Monday 10-4, Wednesday 10-12, and Thursday 12-2 by appointment (see below instructions)
### Email: steffany.homolka@angelo.edu
### Office Phone: (325) 486-6167
### Google Phone: (325) 261-3283

#### Optional Text:

Add additional readings on Blackboard selected from the following, as well as other texts:

All manual readings refer to manuals that can be found in the test kits.

#### Course Description: This course focuses on understanding and administering widely-used measures of personality and intelligence. Students will gain experience in conducting interviews and behavioral observations, and they will learn how to administer, score and interpret a variety of psychological tests. Students will also gain experience in writing professional reports.

#### Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply knowledge and skills to benefit others or serve the public good
3. Develop specific skills, competencies, and points of view needed by professionals in counseling
4. Learn to apply course material (to improve thinking, problem solving, and decisions)
5. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

#### Student Learning Outcomes:
By the end of the semester you should be able to:
1. Demonstrate a basic understanding of psychometric theory and concepts in assessment.
2. Become familiar with traditional and commonly used assessment tools, including personality inventories, intelligent assessments, and vocational assessments.
3. Demonstrate an ability to administer and score select assessment measures.
4. Demonstrate basic competency in interpreting assessment results in context and an ability to communicate results and conceptualizations in writing.
5. Demonstrate an awareness of how context may affect assessments, and have an awareness of ethical, legal, and professional standards.
Course Policies:

1. Read the syllabus thoroughly. If anything is unclear, then read the syllabus again. If you still have concerns, then contact the professor.
2. Use of cell phones and laptops for anything other than taking notes or participating in class activities is restricted to before and after class and during breaks. You will be asked during class to shut down your electronics if you are observed using them for anything but class-related notes and activities. If you are waiting for an important call, please inform the instructor before class begins.
3. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.
4. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.
5. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
6. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices). Please be respectful of others in all ways.
7. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a project.
8. Material from class will be posted to Blackboard. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
9. The instructor reserves the right to use plagiarism prevention software.
10. The syllabus is tentative and is subject to revision during class.
11. Please understand that GAs are never given access to graduate students’ final grades or data that will allow them to calculate a graduate students’ final grades. GAs do grade assignments but they are never tasked with grading those aspects of assignments in which they are not already skilled to do so. For further information, please speak with the professor.
12. Feedback on assignments graded other than complete/incomplete (see grade point distribution) will be provided in as timely a manner as possible. Due to the fact that a significant portion of your grade may depend on your performance on the final project, it is difficult for students to receive feedback on this. Students are strongly encouraged to contact the professor at the beginning of the next semester in order to receive this feedback.
13. The syllabus is fairly comprehensive. Hence, if I receive a question that the syllabus answers, my response will be “Please see the syllabus.” If a student sends me multiple questions along these lines, I will begin to deduct points.
14. Please contact IT first if you have a tech problem. Students who contact Dr. Homolka regarding a technology problem before contacting IT will be docked points.

Late Submission Policy:

- Late submissions of typed material (not including scored protocols or client file) will not be penalized if they are received in a timely manner, which will be determined at the professor’s discretion. Please email me with a message that the typed material will be late if this happens (and sign your name to the email). I strongly encourage you to submit your assignments by their due dates.
- All test practice assigned to help you practice test administration and scoring must be completed prior to class or you may be penalized.
- It is crucial that students participate in the Supervision of Practice sessions on time. You will be penalized points if you participate in supervision late without my express permission. Depending on circumstances,
some leniency may be given for turning in the Demonstration of Competency requirements slightly late. However, you will be penalized points if you do not submit these in a timely manner.

**Communication**

- The best and most efficient way to communicate with me is to text me at my Google phone number at (325) 261-3283. This is especially true in matters that are time sensitive. Unless otherwise requested in writing by a student, I will never save students’ phone numbers to my Google phone account or initiate contact with a student via this method. I will only text back to texts you initiate. Hence, please state who you are at the beginning of each text correspondence.
  - I reserve the right to respond to text messages within a reasonable amount of time, to refuse to respond to unprofessional messages and messages unrelated to class, and to block any students who abuses this privilege. I also reserve the right to withdraw this privilege from any and all students, to shut down the number, to change the nature of this privilege, etc., at any point in time and for any reason.
- The second best but less efficient way to communicate with me is to schedule office hours to meet with me (see below instructions).
- The least efficient way to communicate with me is email. If you email me, please include the course title or number in the subject line and your first and last name. Unless I have responded to your email, there is no guarantee that I have received it. If you ask me whether I received your email, please be specific about the content of the email to which you are referring. That said, in order to respect the faculty-student boundary, if I need to initiate communication with a student, I will do so via the student’s ASU email (unless otherwise requested in writing by the student).

**Office Hours:**

In an effort to make signing up for my office hours convenient, my office hours sign-up is online. Please reserve office hours at least 24 hours in advance. If you reserve your time slot with less than 24 hours notice, I cannot guarantee that I will be in the office when you visit. To reserve office hours:

1. Sign-in to your ASU google (email) account
2. Click on this link: https://goo.gl/tAoJoz.
3. Using the arrows near the top left side of the page, choose the correct week for which you want to schedule office hours.
4. Select the day and time you want to meet. These are set for 30-minute time slots. If you need more than 30 minutes, then you will need to reserve multiple time slots one at a time. If you need less than 30 minutes, please schedule the time slot(s) that would be during the time you want to meet.
5. When you select a time slot, type your first and last name in the text box titled “What” and describe why you are scheduling office hours in the Description section (e.g., supervision of WAIS).
6. Click Save

If my office hours do not work well with your schedule, please feel free to contact me to schedule a meeting at a time that works for best for both of us.

**Class Sessions:**

- This course covers a lot of material and has a considerable workload. Texas LPC licensure requirements state that an applicant must have taken a course in appraisal or assessment techniques and describes the content of this course as, “the principles, concepts, and procedures of systematic appraisal or assessment of an individual’s attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments.” Under the supervision of a psychologist, master’s level clinicians in Texas may also administer intelligence and achievement tests. Given all of this, students will be expected to learn how to administer, score, interpret, and provide feedback (as appropriate for the licensure level) the following types of assessments
  - Intelligence tests (e.g., WAIS-IV & WISC-V)
  - Achievement tests (e.g., WIAT-III, WJ-IV, WRAT-5)
Personality tests (e.g., NEO-PI-3, PAI, 16PF)
- Emotional and behavioral tests (MMPI-2-RF, MCMI-IV, SCL-R-90, BDI-2, BAI)
- Clinical interviews (e.g., semi-structured interviews, SCID, K-SADS)
- Clinical observations (e.g., informal, functional behavior analysis)

- You must practice administering and scoring the intelligence and achievement tests outside of class in order to meet the associated testing requirements (i.e., become competent at administering and scoring them).
- A wise supervisor once told me that a child psychologist can easily transition to working with adults while a psychologist trained to work with adults is more likely to struggle to work with youth because, after all, youth one day become adults (and are strongly influenced by the adults in their lives) but adults do not become youth (and are usually not as strongly shaped by the youth in their lives as youth are shaped by adults in their lives). Thus, please note that while some of the required readings are specific to children and adolescents, this course prepares students to assess both adults and youth. When readings focus on youth, attention will be given in class to how psychological assessment differs between youth and adults with the understanding that youth psychological assessment is often more involved and the skills necessary to assess youth include most (if not all) of the skills needed to assess adults. Differences in youth versus adult psychological tests will also be explored and all students will be given the option of learning to assess using youth and/or adult assessment tools. This course encourages counseling students to take a developmental perspective of their psychological assessment clients, equipping students to assess both youth and adults. That said, clinicians who want to work with children, adolescents, and families should always receive additional training to ensure they practice in a competent manner. This course will discuss psychological assessment of preschool age and younger but students should seek additional training and experiences in order to be competent in conducting such assessments.

Counseling Labs
There are two counseling lab rooms (205D and 205E) available in the Academic Building that Psych Assessment students can reserve for the purposes of this course. To reserve a room:

2. Select the time you want to use.
3. When you select the block of time you wish to use, you will need to fill in the Event Title, Calendar, and Who.
   - Event Title: Mock Assessment Recording
   - Calendar: select 205D OR 205E
   - Who: Suzy, Orion, and Bella
   - Description: Suzy, Orion, and Bella are recording a mock assessment session for Dr. Homolka’s class
4. Click save.

Your time will then be confirmed. Please reserve a room at least 48 hours in advance. You’ll need to have Drexene in the Psychology & Sociology office unlock the rooms. If Drexene is unavailable, you will need to find a faculty member (Drs. Curtis, Homolka, or Lozano). The rooms are available 9am to 4pm using this method. If you want to reserve a room starting at or after 4pm, please speak with me. This may be an option but I cannot guarantee it. Please note that there is expensive equipment and materials in both lab rooms. Hence, it is very important that you lock the lab room when you leave unless instructed to do otherwise.

Course Requirements:
1. Class requirements are based on whether the student wants to try to earn an ‘A’ or ‘B’ in the course.
   - Students who want to try to earn a ‘B’ in the course must complete all of the course requirements except the Client File and they must do so well. Students who want to try to earn an ‘A’ in the course must complete all of course requirements as described in the syllabus, including the Client File, and they must do so well. The syllabus refers to these as track A and track B from here forward. Please note that choosing either track
does not guarantee that you will earn that grade. Rather, your performance on the course requirements for that track will determine your grade.

a. **Students must choose which grade (A or B) they want to pursue and submit their choice via Blackboard by the date listed in the course schedule.**

b. Students **must** demonstrate competency by successfully completing all requirements that are considered pass/fail for their track (i.e., demonstration of competency and client file, if applicable). Students who fail to demonstrate competency on a particular test must re-administer and score the test in question. Failure on a second attempt may require remediate assignments or failure of the course, depending on severity. Failure to submit a valid administration and accurately written and scored record form of any test in question by the last day of the semester will result in failure of the course.

2. This course requires all students to be diligent with their time, as there are many required tasks and you will need considerable practice in order to be able to demonstrate beginner competency in psychological assessment. Students who choose to complete the Client File should be especially mindful of the limited amount of time they have to practice and complete all tasks.

3. Please note that all assignments in this course are highly applicable to the activities you will complete as a clinician one day. I designed nearly all assignments to give you hands-on experience with psychological testing. The supervision ensures that you are learning and staying on task. The exam and papers allow you to demonstrate competency in these areas. There is no busy work in this course. If you ever feel like you are engaging in busy work, please speak with me. I want all students to understand why each assignment is important and readily applicable to your future clinical work.

4. There is something due nearly every week and students will likely be working on multiple assignments each week in order to complete them by their due dates. The heavy workload of this can create considerable stress for students. I want to work with my students to ensure that they are not only successful in the course, but that they leave the course feeling competent about psychological assessment. **Please feel free to talk to me if you are struggling to** keep up or are experiencing difficulties with any aspect of the class or even a particular test. **If you ever experience strong negative feelings or thoughts about anything related to the course, please share this with me.** I may be able to help ease the burden but I am unable to better adapt the course if students do not talk to me about this. I am also available via my Google phone number and encourage students to take advantage of this if they have any questions or concerns regarding the class (325-261-3283).

5. As much as possible, students are given at least two weeks between learning about a particular topic and having to submit an assignment on that topic. Please be aware that you can submit assignments early. Considering the workload in this course, please be diligent about submitting assignments and plan your schedule accordingly.

6. Please note that some of the assignments begin in class, another reason why it is vital that you attend class. Students who miss such classes are responsible for getting notes from their peers in order to complete the assignment on his/her own.

7. Please note that some of the testing kits and materials are expensive. Students are responsible for ensuring they return their kits with all non-renewable testing items (e.g., manuals, stimulus books, scoring materials, blocks) in working order. Students must check-in and check-out all testing kits. The student who checks out a kit will be held responsible for returning that kit in working order. Non-renewable personality testing material is never allowed to leave the building without my express permission.

8. For all tasks that require you to submit a video recording, please set up the camera so that I will be able to see your face and what you are doing on the table (e.g., stimulus book page, block design demo) within the video (i.e., record from the client’s perspective). I do not need to see the client in the video. Students are responsible for testing the camera to ensure that it is properly recording. There are instructions on how to submit videos via Blackboard on the course’s Blackboard page.

9. It is strongly recommended that you purchase a timer and figure out how to use it well. A clipboard may also be helpful.
**Attendance:** Attendance is mandatory and will be taken during each class. The nature of the activities for this course makes attendance and active participation critical. Students who do not attend class meetings regularly or arrive late consistently may receive 5-10% deducted from their final grade (i.e., one-half to full letter grade), at the professor’s discretion.

**Participation:** Students must demonstrate class participation by fully engaging in class discussions, activities, and test administration practice. Since you are learning and practicing during class, you will not be graded on your performance or accuracy. Students will be graded on level of engagement, responsiveness to feedback, professionalism, preparedness, and effort.

**Reading Engagement:** Much of this course’s lectures and discussions will revolve around the readings. For some of the weeks, you will be assigned to read a select number of readings out of all of the readings, draft a BRIEF outline of the important points and bring enough hardcopies to class for the students and professor. You will be expected to be familiar enough with the assigned material that you can actively engage in discussion, participate in class activities, and complete assigned activities in a relatively accurate manner. Students who demonstrate that they are not familiar with the assigned reading material, as evidenced by excessive errors in assigned activities or low engagement in class discussion regarding readings, may receive 5-10% deducted from their final grade. **If multiple students demonstrate that they are not at least somewhat familiar with the assigned reading material, I reserve the right to institute pop quizzes or response notes.** Please note that I have the ability to see which Blackboard articles students have accessed and when. Some of the readings are denoted with a (Y). These are readings specific to youth. In this case, students who want to specialize in working with children and adolescents should read these readings while those who want to specialize in adults, should read those denoted with an (A), and those who do not want to specialize should choose one or other for that week’s reading. Furthermore, on some occasions there will be assigned readings posted to Blackboard where you will be given a choice of which articles you will read. In this case, please be especially prepared to discuss what you read during class for the benefit of your classmates who may not have chosen that article. In order to ensure student competency, this course’s reading load will be sensitive to the training needs of the students as a whole (including training pace). The reading load will be adjusted accordingly and, thus, readings will be posted to Blackboard as the semester progresses. Students may request a final bibliography of the required readings at the end of the semester for the purposes of submitting your syllabi for licensure, if so desired. Further information will be provided in class.

**Psychological Assessment Activities:** These activities are designed to help you practice administering and scoring psychological tests outside of class.

1. **Intelligence & Achievement Testing:**
   a) **Practice:** Students will arrange to meet with one another or with a community volunteer on their own time in order to practice administering and scoring psychological tests and conducting clinical interviews, as well as to complete all the below listed Psychological Assessment Activities. Throughout the semester it is your responsibility to practice administering and scoring the tests you are learning, especially the intelligence and achievement tests, as well as practicing assessment skills (e.g., clinical interviewing). **At the end of each class I will tell you if you need to practice a certain test for next week**, but I will not be checking that you did so. Rather, we will be practicing administering and scoring such tests in class the next week, making it important that you have practiced the given test already. Please be aware of the fact that lack of practice quickly becomes fairly evident when students demonstrate administration of a test. Students who demonstrate that they are not familiar with the test, as evidenced by excessive errors in class activities, may be assigned additional Supervision of Practice sessions. If multiple students demonstrate that they are not at least somewhat familiar with the assigned testing material, I reserve the right to institute in-class student demonstrations or assign additional Supervision of Practice requirements to the entire class. Please note that I am not expecting perfection...
during in-class practice sessions or in the Supervision of Practice sessions, but appropriate beginner-level skills according to how long you have been in the course.

b) **Supervision of Practice:** On **two** of the occasions that you practice administering and scoring the WIAT or WRAT as well as on **two** of the occasions that you score the WISC or WAIS, **video record the session, submit it, and score the record form.** Submit the video via Blackboard and schedule a 30-minute supervision session with Dr. Homolka during her office hours. **Students must come to the session on time and prepared with a scored record form** from the session and at least two specific questions regarding their performance. Students will be graded on completion of this task, responsiveness to feedback (e.g., if performance improves), professionalism, preparedness, and effort. Since these are practice sessions, you will not be graded on your performance or your scoring accuracy (so long as effort to perform well is demonstrated). You may not use the test sessions submitted for demonstration of competency for this supervision of practice requirement. **Please note that you must complete these requirements by the scheduled dates or you risk points being deducted.**

c) **Demonstration of Competency-Intelligence Testing:** Submit 1 WISC or WAIS administration with a recording of the session. Score the test record form and have another student (preferably an advanced student who has already taken the course) check and sign off on scoring. If you are on the A track and you have more than 8 scoring, judgment, calculation, or written record errors total, or more than 5 administration errors total, or you invalidate a subtest during administration, you must re-administer the test. If you are on the B track and you have more than 5 scoring, judgment, calculation, or written record errors total, or more than 3 administration errors total, or you invalidate a subtest during administration, you must re-administer the test. Failure on a second attempt may require remediate assignments or a non-passing course grade (i.e., C or F), depending on severity and timing. You may not use a test completed for the Client File or Supervision of Practice for this course requirement. **You may not submit this requirement until you have completed two Supervision of Practice sessions for the WISC or WAIS.**

d) **Demonstration of Competency-Achievement Testing:** Submit 1 WIAT or WRAT administration with a recording of the session. Score the test record form and have another student (preferably an advanced student who has already taken the course) check and sign off on scoring. If you are on the A track and you have more than 8 scoring, judgment, calculation, or written record errors total, or more than 5 administration errors total, or you invalidate a subtest during administration, you must re-administer the test. If you are on the B track and you have more than 5 scoring, judgment, calculation, or written record errors total, or more than 3 administration errors total, or you invalidate a subtest during administration, you must re-administer the test. Failure on a second attempt may require remediate assignments or failure of the course, depending on severity. You may not use a test completed for the Client File or Supervision of Practice for this course requirement. **You may not submit this requirement until you have completed two Supervision of Practice sessions for the WIAT or WRAT.**

2. **Intake & Diagnostic Interview:** Create a short intake cheat sheet in-class (no diagnostic cheat sheet required). Practice both intake and diagnostic interview once with a volunteer. Volunteer must sign-off that they did this with you. No recording required. Be prepared to practice and discuss in class. Edit cheat sheet based on your practice experience. Submit via Bb. Please note that a majority of the cheat sheet writing will occur in class. Hence, it is important that you attend and bring your laptop or tablet to class this day.

**Group Identification and Evaluation of a Psychological Test:** This assignment is designed to help you practice the skills needed to determine the quality of a psychological test based on information provided in the test manual, research literature, and other available resources. This assignment will be started and mostly completed in class and will require that you bring an internet-connected device, preferably a laptop or tablet, to class. Submit this assignment via Blackboard. Further information can be found at the end of the course schedule and will be discussed in class.
**Personality Paper:** Complete a personality self-assessment (take personality psych tests, score, and interpret them), write up a 4-5 page summary of the results and meet with the professor to discuss the results (which helps build personal and professional awareness, empathy, and understanding). Submit this via Blackboard. Further info can be found at the end of the course schedule. The assignment will also be discussed in class. Please note that non-renewable personality testing material cannot leave the building; hence, you will need to come to the department to complete and score these on your own time.

**Ethics, Multiculturalism, and Statistics of Testing Blackboard Exam:** This exam will be available on Blackboard. You will have 7 days to complete the exam. **The exam must be completed by the beginning of the assigned class.** The exam will be open book/notes/peers. The exam content will be based on in-class lectures and discussions, readings, and classroom activities relevant to the ethics, multiculturalism, and statistics of psychological testing. Since the exam is online and available for 7 days, failure to complete the exam on time (2:00 pm of the assigned day) will result in a ‘0’ for the exam, unless you provide reasonable documentation explaining failure to complete it (e.g., doctor’s note of hospitalization).

**Client File:** Only complete this requirement if you are striving for an “A” in the course. This final project is designed to simulate the psychological assessment experience. See the posted rubric for how to pass this requirement.

Interviewing and testing takes times. You will need to meet with your volunteer “client” for this final project over several sessions, all of which you **will document via progress notes** using the SOAP method (Subjective, Objective, Assessment, Plan; see Blackboard for related article on SOAP notes). Your first session with your client should be a mock intake and diagnostic interview during which you establish rapport, discuss referral reasons, and begin the assessment process (most likely with your shorter assessments). Your following sessions will have you completing an intelligence assessment and an achievement assessment. This will most likely take two to three 3-hour blocks of time.

I strongly encourage you to have another student go over your client file to check scoring and provide you with feedback before you submit your client file. Thus, **please leave ample time for all of this to occur** prior to the deadline. **You must video record yourself** conducting an intake interview and diagnostic interview as well as administer a full battery of psychological assessments, including an intelligence test, and achievement test, and at least two emotional or behavioral inventories. You do not have to include personality inventories for this assignment. For your first session, you need to demonstrate the ability to establish rapport with your client, determine why your client is seeking psychological testing and begin psychological testing. The rest of the sessions will likely require at least a couple two- to three-hour blocks of time for you to administer the aforementioned psychological tests. Hence, start this process as early as possible.

Near the end of the semester, you must submit a final hardcopy of your Client File containing the below bulleted information, organized in this order (and chronologically in the case of progress notes), along with all video recordings of the sessions submitted either via Blackboard (Kaltura) or a flash drive (preferable). With the exception of video recording, all of this information would be info you, as a future master’s level counselor, would provide your supervising psychologist so that he or she can then use this information to write a complete psychological report.

3. **Observation & Intake Interview:** Video recorded intake interview; Typed SOAP progress notes; Intake Interview Cheat Sheet with notes on such; Summary of observations
4. **Diagnostic Interviewing:** Diagnostic Interview Sheet and notes on such; Video recorded diagnostic interview; Typed summary of diagnostic info
5. **Intelligence Testing:** Video recorded administration of a WISC or WAIS; Scored protocol; Typed table of all scaled and index scores. Please note that if you have more than 5 scoring, judgment, calculation, or written record errors total, or more than 3 administration errors total, or you invalidate a subtest during
administration, you must re-administer that entire test. Failure on a second attempt may require remediate assignments or a non-passing course grade (i.e., C or F), depending on severity and timing.

6. **Achievement Testing**: Video recorded administration of a WIAT or WRAT;Scored protocol; Typed table of all scaled and index scores. Please note that if you have more than 5 scoring, judgment, calculation, or written record errors total, or more than 3 administration errors total, or you invalidate a subtest during administration, you must re-administer that test. Failure on a second attempt may require remediate assignments or a non-passing course grade (i.e., C or F), depending on severity and timing. Subtest substitutions are not an option.

7. **Emotional and Behavioral Inventories**: Choose relevant emotional and behavioral inventories; Administer and score such inventories; Create a typed table of all scores (e.g., T-scores)

8. **Interpretation of Results**: Respecting licensure limitations to interpretation of intelligence and achievement testing, provide a typed summary of testing results, focusing on three strengths and two “stretches” or areas where the individual can grow, as exhibited by the client.

9. All other testing materials and counselor notes

**Psychological Assessment Competency Evaluation**

10. **Self-evaluation**: Complete the assessment competency evaluation form to be provided in class and via Blackboard.

11. **Supervisor Competency Evaluation**: Dr. Homolka will be evaluating your competency in terms of psychological assessment skills and professionalism, including but not limited to responsiveness to supervision feedback; spot-checking your video recordings to ensure students follow all test protocols as necessary and build and maintain rapport with their clients; and accuracy in scoring, reporting, and interpreting. The competency evaluation form will be provided on Blackboard and discussed further in class. Failure to pass the competency evaluation by at least demonstrating beginner-level psychological assessment competency for all evaluated skills, will result in a failure of the class, regardless of all other assignments’ grades.

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**Rubrics** for the all assignments not graded simply as complete/incomplete (in order to receive full points for such) will be provided on Blackboard.

**Grade Distribution:**

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<th>Track A Grade Percentage</th>
<th>Track B Grade Percentage</th>
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<tr>
<td>Attendance</td>
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<tr>
<td><strong>Participation</strong></td>
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<tr>
<td>Reading Engagement</td>
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<tr>
<td><strong>Psychological Assessment Activities</strong></td>
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<td>1. Supervision of Practice-Intelligence Testing</td>
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<tr>
<td>2. Supervision of Practice-Achievement Testing</td>
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<tr>
<td>3. Demonstration of Competency-Intelligence Testing</td>
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<td>4. Demonstration of Competency-Achievement Testing</td>
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<td>5. Intake &amp; Diagnostic Interview</td>
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<td>Personality Paper</td>
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<tr>
<td>Ethics, Multiculturalism, &amp; Stats Exam</td>
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<td>Client File</td>
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<td><strong>Psych Assessment Competency</strong></td>
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<td>1. Self-Evaluation</td>
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<td>2. Supervisor Competency Evaluation</td>
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Students with poor attendance or reading engagement may be docked 5-10% off their final grade. While the professor always reserves the right to modify a grade based on significantly poor effort, professionalism, etc., points will typically be rewarded based on successful completion of this task. You cannot submit this requirement until other listed requirements are submitted (see requirement’s description).

This is a pass/fail requirement. You must demonstrate competency on this requirement (less than the listed number of errors, no invalid administrations, or 80% or higher grade, as relevant) in order to pass the course. A majority of this requirement will be completed in class.

**Final Grades:**

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<tr>
<th>Grade</th>
<th>Track A Percentage Range</th>
<th>Track B Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>89.45-100%</td>
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<tr>
<td>B</td>
<td>79.45-89.44%</td>
<td>79.45-100%</td>
</tr>
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<td>C</td>
<td>69.45-79.44%</td>
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<td>F</td>
<td>≤ 69.44%</td>
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</tbody>
</table>

**Student Support:**

*Academic Support & Mentoring:* Throughout the semester, I am available to meet with students for both further exploration of the class’ topics and academic support for those who may struggle with the class’ requirements or topics. If there is a particular psychological assessment topic not covered in class that interests you, please let me know. I would be happy to help you further explore different psychological assessment topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**Students registered with the Office of Disability Services** are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

*Identity:* I want all students to feel welcome and safe in my class. If you prefer to be addressed by a alternate name or gender pronoun, please share this with me early in the semester so that I may address you correctly throughout the semester. I will do my best to address any negative stereotypes, discrimination, prejudice, microaggressions, racism, sexism, etc. that I may observe in my class. However, if you ever feel uncomfortable in class for any reason, please contact me. Be aware, though, that if you share with me that you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, I am required to contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357. You are also encouraged to do so (see Title XI).

*Student Parents:* Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Tutoring:** The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students. Students struggling to understand the material or keep up with class are also encouraged to contact me. I am happy to offer whatever support I can provide within reason.

**Title IX:** Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

**Student Absence for Observance of Religious Holy Days:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**Academic Honesty & Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**Writing Support & Plagiarism**

Plagiarism and self-plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. Self-plagiarism is when you submit part or all of your own work (e.g., a paper) that you have previously submitted for a different assignment without proper citation and my express permission. In your assignments, it is **unacceptable to copy word for word**
word without quotation marks and the source of the quotation. Plagiarism and self-plagiarism will NOT be tolerated in this course and will result in a 0 for the assignment in question. Further actions may be taken if such behavior appears to be blatant or repetitive.

We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas, giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php. Tips for writing and a description of how to cite sources using APA style are also available on Blackboard. You are also welcome to ask me or my Graduate Assistant for help along these lines.

If you ever feel the urge to cheat or plagiarize, this may be a good indication that you should talk to me. There may be something we can do to decrease your stress level and, thus, reduce the likelihood that you will cheat or plagiarize. Please talk to me.

Students with Disabilities:
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.