Psychological Assessment  
(PSY 6322.10)  
Spring 2019  
Thursday 2–5pm  
A 213

Instructor:  Dr. Drew Curtis
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Phone: 325-486-6932  
Email: drew.curtis@angelo.edu
Office Hours:  M 8:30-9; 11-1; W 11-2; Th: 1-2; F: 8:30-9; 11-2, or by appt.

Required Texts

Recommended Texts

Course Description:
A study of 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. Learn fundamental principles, generalizations, or theories
2. Develop specific skills, competencies, and points of view needed by professionals in counseling
3. Develop skill in expressing oneself in writing

Student Learning Outcomes: Upon completion of this course, you should:
1. Have a basic understanding of psychometric theory.
2. Be able to identify assessment strategies or techniques appropriate for a variety of professional situations.
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.

Course Policies, Procedures, and Format

Professionalism
Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:
1. Integrity
2. Deportment
3. Accountability
4. Concern for the welfare of others
5. Professional identity

Readings
It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.
If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!

Policies/Expectations
1. Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
2. 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.
3. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
4. 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 given project.** Please do not ask your instructor for a grade change, bump, or any alteration of your grade at the end of the semester. By asking your instructor to do this, you are asking the instructor to sacrifice the integrity of the class and your peers.
5. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
6. The instructor reserves the right to use plagiarism prevention software.
7. Due to the nature of class involving learning and administering assessments, you will need to identify a person inside and outside of the class to practice giving assessments. If you are unable to do so, then you need to discuss this with your instructor immediately to resolve this concern.

Class Requirements and Sessions:
In keeping with the applied nature of this class, most of the class assignments involve administering, scoring, and writing up the results of the assessments discussed in class. Additional instructions and grading criteria will be discussed in class and posted to Blackboard. Assignments will build on each other. Thus, it is important that you complete all assignments and turn them in on time. For all reports and observations, you should create a ‘client.’ This fictional client should remain the same for all reports so that your individual reports can be used to create the final integrated report.

- **Class attendance is mandatory.** This is a graduate level class and as such, it is expected that you will attend each class and contribute to class discussions and group activities. In order to have meaningful class discussions you must come to class having read the assigned material.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

**DISCLAIMER:** This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
- Email is the best way to contact your instructor.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

**GRADES**

Protocols: For several of the assessments covered, you will be required to complete and score answer records. You will be graded on the completeness and your accuracy in scoring the protocol. The assessments for which protocols are required and due dates are listed at the end of the syllabus.
An “A” grade equals a protocol with 0-2 administration errors, 0 calculation/scoring errors, and 0-2 judgment errors.

Students may elect to submit protocols with a “B” grade in their demonstration of their competency, but should note that this option may impact their overall competency grade and course grade. A “B” grade equals a protocol with up to 4 Administration errors, 1 calculation/scoring error, and up to 3 judgment errors. (For example, a protocol with 0 administration errors, 1 calculation/scoring error and 0 judgment errors would be a “B”).

You may administer as many tests as you need to achieve the level of proficiency and competency you desire for this course. Before you turn in a protocol, you will have a class peer review your protocol for any errors. When submitting your protocol, you will need to also turn in a signed document, by your fellow student that affirms that they have reviewed your protocol for errors and discussed their feedback with you.

Videotapes and Critiques: Administration of 1 intelligence and 1 achievement test will be video-taped and graded. In addition, you will complete and score a protocol, and write a critique based on each administration. These assignments are designed to ensure that a minimum level of competency in test administration is achieved. As such, if you receive less than an 80% on either administration you will be required to re-administer that test. If you must complete 2 administrations of a particular assessment, your grade will be an average of the two scores. A critique is not required for the second administration.

The videotapes and critiques are worth 50 points each. The video portion will be worth 40 points and the critique will be 10 points. The protocols will be graded separately and are worth 25 points.

Report Assignments: You will be required to complete 7 report assignments. These will be comprised of the various sections of an integrative report. The 7 parts include: 1) referral information (10 points), 2) clinical interview/background information (20 points), 3) behavioral observations (10 points), 4) test analysis – intelligence test (20 points), 5) test analysis – achievement test (20 points), 6) test analysis – personality test (20 points), and 7) summary & recommendations (20 points).

Integrative Report: The integrative report will amount to a compilation and integration of previous course assignments. You will be required to submit a final integrative report including the results and interpretation of intelligence, achievement, and personality assessments.

Group Presentations: There are many assessments that we may not cover in depth within this class. Thus, you will research and present, within groups, an assessment that has not been discussed in this class. You will provide scholarly references, discuss the history and development, and clinical utility for the assessment.

**Additional information about assignments will be presented in class and/or on blackboard (http://blackboard.angelo.edu).

<table>
<thead>
<tr>
<th>Course Point Distribution</th>
<th>Final Grades:</th>
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<tbody>
<tr>
<td>Protocols (3 at 25 points each)</td>
<td>A = 360-400</td>
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<tr>
<td>Videotapes and Critiques: (2 at 50 points each)</td>
<td>B = 320-359</td>
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<tr>
<td>Report assignments (7 at 10-20 points)</td>
<td>C = 280-319</td>
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<tr>
<td>Group Presentation</td>
<td>F ≤ 279</td>
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<tr>
<td>Integrative Report</td>
<td></td>
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<tr>
<td>Total =</td>
<td>400</td>
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## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Introduction Psychometrics</td>
<td>G-M Ch. 1</td>
<td></td>
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<tr>
<td>1/24</td>
<td>Psychometrics ; Selecting Assessments Report Writing: Reason for Referral</td>
<td>G-M Ch. 2 LMKK Chs. 1</td>
<td></td>
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<tr>
<td>1/31</td>
<td>Clinical Interviewing Report Writing: Background Information</td>
<td>G-M Ch. 3 LMKK Ch. 3</td>
<td>RA: Referral</td>
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<tr>
<td>2/7</td>
<td>Intelligence Testing, Part 1 (WAIS): Administration and Scoring</td>
<td>G-M Ch. 5</td>
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<tr>
<td>2/14</td>
<td>Intelligence Testing, Part 2 (WISC)</td>
<td>G-M Ch. 5</td>
<td>RA: Background</td>
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<tr>
<td>2/21</td>
<td>Intelligence Testing, Part 3 (WASI)</td>
<td>G-M Ch. 5</td>
<td></td>
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<tr>
<td>2/28</td>
<td>Intelligence Testing (Scoring) Report Writing: Test Analysis</td>
<td>G-M Ch. 5 LMKK Ch. 5-6</td>
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<tr>
<td>3/7</td>
<td>Behavioral observations &amp; self-monitoring Report Writing: Behavioral observations</td>
<td>G-M Ch. 4 LMKK Ch. 4</td>
<td>P: WAIS or WISC</td>
</tr>
<tr>
<td>3/21</td>
<td>Achievement Testing (WIAT &amp; WRAT)</td>
<td>WASI Video RA: Test analysis 1</td>
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<tr>
<td>4/4</td>
<td>Personality Testing (MMPI-2 &amp; MCMI)</td>
<td>G-M Ch. 7 &amp; 8 LMKK Chs. 7-8</td>
<td>RA: Summary &amp; Recs</td>
</tr>
<tr>
<td>4/11</td>
<td>Personality Testing (MMPI-2 &amp; MCMI)</td>
<td>G-M Chs. 7 &amp; 8; 10 - 11</td>
<td>RA: Test analysis 2 WIAT Video</td>
</tr>
<tr>
<td>4/18</td>
<td>Projective Testing (TAT &amp; Rorschach)</td>
<td>G-M Chs. 7 &amp; 8; 10 - 11</td>
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<tr>
<td>4/25</td>
<td>Other Assessments</td>
<td></td>
<td>Presentations RA: Test analysis 3</td>
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<tr>
<td>5/2</td>
<td>Suicide assessment Neuropsychological &amp; Psychological Screening</td>
<td>G-M Chs. 12 - 13</td>
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<tr>
<td>5/7</td>
<td>FINAL EXAM (Tuesday May 7th 1:00 p.m.-3:00 p.m.)</td>
<td></td>
<td>Integrative report</td>
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*G-M readings are from required Groth-Marnat text. Additional readings may be assigned on Blackboard.
* LMKK readings are from required Lichtenberger, Mather, Kaufman, & Kaufman (2004) text.
** RA = Report Assignments, P = Protocol

### Protocols
1. WISC or WAIS
2. WASI (video)
3. WIAT (video)

### Video Recording and Critiques
1. Intelligence Test
2. Achievement Test

### Reports Assignments
1. Referral information
2. Clinical interview/Background
3. Behavioral Observations
4. Test analysis 1 – Intelligence Test
5. Test analysis 2 - Achievement Test
6. Test analysis 3 – Personality Tests
7. Summary & Recommendations
Integrative Report
Testing includes: 1) Intelligence Test, 2) Achievement Test, and 3) Personality Test Report sections to be included: 1) Referral information, 2) Background Information, 3) Behavioral Observations, 4) Test Analyses, 5) Summary and 6) Recommendations

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
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. 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, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code]. 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."

PLAGIARISM
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.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. 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].

STUDENTS WITH DISABILITIES
1. “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.”

2. 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.
**Tutoring:**
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.

**Withdrawals:**
Please review withdrawal policies:
http://www.angelo.edu/services/registrars_office/withdrawals_refunds.php