Instructor: Dr. Nicole Lozano
Office Hours - 104G: M 10-12, 1-4
       T 11-3, W 10-12

Class Time & Location: W: 5-7:50 | Academic 213
E-mail address: nicole.lozano@angelo.edu

Course Overview and Goals:
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. Upon completion of this course, you should:

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 Expectations:
This course will be collaborative, discussion-oriented, and predominantly based on practice exercises. There will be some lectures, but most classes will focus on discussions and practice administrations of the WAIS-IV and WRAT. On some days, the entire class will consist of an initial brief lecture followed by class discussion (to appeal to those who learn best by discussion). On most days, the class will do practice activities (to appeal to those who learn best by doing, interacting, and participating – which is most people). Expect to observe the instructor and other classmates giving tests, expect to practice giving tests to other classmates yourself, and expect to administer tests to adults and children outside of class. You will also do a presentation on an intelligence test. Everyone will participate.

Required Texts:

Recommended Text:

Course Evaluation:
*Attendance and Participation:* You will be participating in number of in-class activities. The most effective way of learning about intelligence testing is by practicing, so you will be evaluated on your level of participation in class activities – particularly on practice test administrations. Consequently, you will also be graded on your attendance in class.

*Practice Administrations:* You will practice administering the WISC-V and WAIS-IV to with three different classmates, one time each Your classmates will give you feedback on your administration and scoring of each
test and grade you on your improvement and readiness to give each test to an actual examinee. You must video yourself giving one of your practice administrations for feedback from the instructor.

**Live Administrations to Instructor:** You will also give parts of the WISC-V and/or WAIS-IV live to the instructor, who will act as an examinee and give you feedback on your live administration skills.

**Examinee Administrations:** You will be required to administer to two examinees. YOU CANNOT DO AN EXAMINEE ADMINISTRATION UNTIL YOU HAVE COMPLETED ALL OF YOUR PRACTICE ADMINS AND HAVE MET WITH THE INSTRUCTOR FOR FEEDBACK. You will be administering the WAIS-IV and the WISC-V, as well as the WRAT-5. You can choose to do one of both, or two of one; whichever makes sense for your professional goals. After administering, you will exchange record forms of test administrations with a fellow classmate to critique your scoring and interpretation of responses, as well as to provide feedback. You will turn in all record forms and informed consents for review and grading. After completing your remaining assessments, you will again exchange record and supplemental forms (with a different classmate) for review, critique, and feedback. All test records, critiques, and informed consents will be turned in to the instructor. Record forms will be graded for adherence to standardized procedures and overall accuracy.

**Examinees:** All examinees must be volunteers. You are responsible for obtaining examinees. You may test a spouse, family member, or close friend. You may not test your own children; however, you may test the children of your classmates. You may not test children at a school where you teach. **Please note:** You should not test children who may be evaluated for a learning disability or a gifted program, as their participation could significantly impact further testing. You may not test current or past clients.

When testing an adult, you must have the adult sign an informed consent form, and when testing a child, you must have the child’s parent sign an informed consent form. Informed consent forms must be turned in to the instructor. You are not authorized to present yourself as a representative of ASU or the Psychology Department for any purposes other than those associated with this course. You should disclose to all volunteers that you are enrolled in an Intellectual Assessment course and learning to administer intellectual assessments. You should tell all volunteers before testing begins that you cannot disclose any results to them, as you are simply learning how to administer the test and are not sure how reliable the results will be. You are to make no recommendations for psychological or medical treatment to the examinee or parents on the basis of your evaluation. You are not allowed to go into a school system, hospital, training institution, or any other organization without my approval.

**Ethics:** To protect the anonymity of examinees, designate examinees using a pseudonym. The material that you obtain from your examinees is confidential and should be treated as such. You should not discuss your examinees or any of their test results outside of class. In addition, you should be careful to maintain the integrity of the test kits and the security of the information included in the test kits and manuals. You are not to allow people unconnected with this class access to the test kits or manuals; to do so would be an ethical breach.

**Test Kits:** You will check out test kits from me. We have a limited number of test kits, so you will need to share with your classmates. You will be responsible for each test kit you check out and its contents while these items are in your possession. (Each complete test kit costs over $1000 to replace.) If a test kit you check out is returned incomplete, damaged, or in any way altered, you will be held responsible. Therefore, it is highly recommended that upon checking out a test kit, you should immediately check the contents of the kit, and thereafter you should be very careful with the test kits.
**Assessment Report:** You will write one report based off of a previously completed protocol. This protocol will include client background and history, a completed WAIS-IV, and screening tests. You will write up your findings as you would if you were writing a report for a school, court, or other organization, following the format of the sample report given to you by your instructor. You will then give your written report to the instructor, who will evaluate, critique, and grade your reports for the largest portion of your grade in this course.

**Test Review:** I will assign each student one test to review during the course of the semester. Each student will then prepare a brief, two-page summary of the assigned test. An outline for organization will be provided. The summary will be due on the day we discuss that particular test in class. Make copies for all students. Please prepare a 10-15 minute presentation following the guidelines provided by the instructor.

| Practice Administration 1 | 10 |
| Practice Administration 2 | 20 |
| Practice Administration 3 | 40 |
| Video Administration | 30 |
| Live Administration | 50 |
| Examinee Administration 1 | 75 |
| Examinee Administration 2 | 100 |
| Test Review | 25 |
| Integrated Report | 150 |

**Grades in this class will be based on the following scale:**

- A: 450-500 pts
- B: 400-449 pts
- C: 350-399 pts
- D: 349 or below

**Scoring of administration and forms:**

When completing record forms, fill in the examinee’s responses, indicate if you gave a prompt, questioned for elaboration or clarification, or give an example as directed in the test manual. You may indicate via any recognizable, cogent system (e.g., Q for question, P for prompt, GEX for gave example). The following additional policies will govern the grading of record forms:

1. Record forms will be marked with a “fraction” indicating major errors/minor errors (e.g., 1/3 would indicate 1 major error and 3 minor errors).
2. Major errors include: Administrative errors that are likely to impact the individual’s obtained score on the instrument, blatant scoring errors were not judgment is required, and clerical errors (e.g., adding scores incorrectly, using wrong tables, etc.).
3. Minor errors include: Failure to question for clarification where necessary (except where mandated in the test manual, then this becomes a major error), minor administrative mishaps that did not impact the individuals obtained score on the instrument, and scoring errors involving judgment of a response. Three minor errors are equivalent to one major error.
4. Incorrect calculation of chronological age will count as a major error for the protocol where it occurs; however, it is likely to also lower the student’s course grade by one full letter grade each time it occurs.

**Please NOTE: As the semester progresses, the instructor will be tougher on errors until even judgment errors are considered major errors in most cases.**

**Protocols will be assigned a grade as follows:**

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<thead>
<tr>
<th>Major/Minor Errors</th>
<th>Major/Minor Errors</th>
<th>Major/Minor Errors</th>
<th>Grade</th>
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<td>0/2</td>
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<td>90-100</td>
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<td>0/3</td>
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<td>1/1</td>
<td>0/4</td>
<td>0/5</td>
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<td>1/2</td>
<td>0/5</td>
<td>2/0</td>
<td>80-83</td>
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<tr>
<td>1/3</td>
<td>0/6</td>
<td>2/0</td>
<td>Redo Protocol</td>
</tr>
</tbody>
</table>

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Competency:
When you successfully pass this class, I am indicating that I have full faith in your ability to practice the APA & ACA Principles of beneficence and nonmalfeasance, fidelity and responsibility, integrity, justice, respect for people’s rights and dignity, autonomy, and veracity. I do not take this job lightly. You will only earn a passing grade, should I believe that you are competent for the level at which you are. If I have concerns about competency, I will discuss them with you straightaway, in a transparent and open manner so that we can rectify any issues. If the concerns continue, we will create a remediation plan to bring you to level. If you have any concerns about yourself or another student, I ask that you share those with me as well. I will be utilizing APA’s Benchmarks of Competency, distributed at the start of class, as a gauge for your ability to be deemed competent in the course.

Attendance and Participation:
Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

With that said, I do ask that my graduate students to pick one day where they will not attend class and spend the time practicing self-care. This is a challenging profession, and we must learn how to set boundaries and care for ourselves. You will need to submit a 500 word summary of what we would have covered in class by the start of the class you would miss, as well as submit anything that’s due that day, to indicate that you are staying up-to-date on the information. You cannot take a self-care day on the protocol review or the last day of class. You are responsible for making up any missed information.

Other things of note:
Policy on Children in Class:
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, and I prefer you do this then miss class.
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 students 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.
**Additional Sources Support:** You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university as a whole. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

**Food Pantry**
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. Ram Pantry exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity.

**Counseling Services**
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

ASU provides mental health services to support the academic success of students. Counseling Services offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

**Written Work:**
ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (i.e., Barnes & Noble; amazon.com) and the reference for it is:


You can also access Purdue OWL APA Style Help as a source for help with citations.

Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.

**ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS**

**Disability Services**
ASU 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 of 2008 (ADAAA), and subsequent legislation.

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: Ms. Dallas A. Swafford (dallas.swafford@angelo.edu)

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

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 Nicole Boone (michelle.boone@angelo.edu). You may also speak with her if you need help with pregnancy accommodations.

I also want you to know that I will seek to keep any information you share with me private to the greatest extent possible, but as a professor, I have a mandatory reporting responsibilities to share information regarding sexual misconduct and crimes I learn about to make our campus safer for all. This includes in written assignments or conversation. This is called being a “Responsible Employee” is a legal responsibility that I have to uphold. It is meant to connect you with resources and to inform you of your options in addressing the report.

Conduct Policies
Academic Integrity
Students are expected to maintain complete honesty and integrity in 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, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) University Honor Code.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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 Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
SYLLABUS DISCLAIMER
This syllabus constitutes an agreement between the student and the instructor. Your continued enrollment in this course constitutes your agreement to abide by the terms of this syllabus. If changes must be made to the schedule or to any other aspect of the syllabus, all students will be notified in class and in writing as soon as possible. Any changes made to the course policies or the schedule/calendar will apply to all students.

Course Schedule:

Aug. 28: Introduction to the Course & Psychometrics
Readings: GM 1
What’s due:

Sep. 4: Intelligence Testing
Readings: GM 5
What’s due:

Sep. 11: Selecting Tests, Report Writing
Readings: GM 2
What’s due:

Sep. 18: Clinical Interviewing
Readings: GM 3, GM 4
What’s due: Bring protocol for scoring

Sep. 25: Intelligence Testing; CR-WMS
Readings: GM 6
What’s due:

Oct. 2: Intelligence Testing; CR-WJ
Readings: on Blackboard
What’s due:

Oct. 9: Forensic Assessment
Readings: on Blackboard
What’s due: Examinee Administration 1

Oct. 16: Achievement Testing; CR- WRAT-5; Feedback
Readings: WRAT-5 Manual
What’s due:

Oct. 23: Achievement Testing; Feedback
Readings:
What’s due:

Oct. 30: Personality Testing; CR-MMPI-2
Readings: GM 7
What’s due:

Nov. 6: Personality Testing; CR-NEO-PI; CR-MCMI
Readings: GM 9, GM 10
What’s due: Examinee Administration 2

Nov. 13: Personality Testing; CR-Rorschach
Readings: GM 11
What’s due:

Nov. 20: Other Assessments; CR-BDI & STAI; CR-SCL-90
Readings: GM 13
What’s due: Assessment Report

Nov. 27: Thanksgiving!

Dec. 4: Wrap Up