Course Overview and Goals:
This course provides an overview of psychometric theory including test construction, reliability, and validity. Students will learn how to select widely-used norm-referenced and culturally appropriate psychological tests. Students will gain experience in test construction, conducting interviews, behavioral observations, writing reports, and assessing adaptive functioning.

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.

Required Texts:


Course Evaluation:
*Interview Paper:*
You will interview two helping professionals that work in different contexts (i.e., school, community, private practice) regarding their use of assessments. This does not need to focus on formal assessment tools, but how they use assessment in their everyday practice. For example, what types of assessment procedures do they implement, what assessments do they come in contact with most often, which do they administer themselves, which do they recommend for various issues, what concerns/issues arise most often in regards to assessment, how do they manage cultural concerns, etc. Write a brief overview regarding the interviews and include a discussion that compares and contrasts their use of assessment tools. The paper is to be approximately 6-7 pages in length.

*Exams:*
There will be two exams aimed at assessing your learning of the material. These will be take home exams. More details will be provided in class.

*Practice Administration:*
You will be required to complete one full assessment administration with a volunteer, once you have completed your practice administrations AND have received approval from the instructor of record. You will conduct an interview and administer the SCL-90 and MCMI-IV. After administering, you will exchange record forms of test administrations with your scoring partner 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. 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, close friend etc. You may not test current or past clients. 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.

**Ethics:**
1. Your examinee must sign the informed consent form, and that must be turned in with the record forms. You will automatically be deducted 10 points if the informed consent is not turned in at the time of the record forms.
2. 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.
3. You should disclose to all volunteers that you are enrolled in an Assessment course and learning to administer assessments.
4. You should tell all volunteers before testing begins that you are simply learning how to administer the test and are not sure how reliable the results will be.
5. You are to make no recommendations for psychological or medical treatment to the examinee on the basis of your evaluation.
6. You are not allowed to go into a school system, hospital, training institution, or any other organization without my approval.
7. You should not discuss your examinees or any of their test results outside of class.
8. 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 supplies 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. If a test kit you check out is returned incomplete, damaged, or in any way altered, you will be held responsible, and will be charged the cost to replace the damaged or missing materials. It is highly recommended that upon assignment of a test kit, you immediately check the contents.

**Integrated Report:**
One of the goals of this course is for you to learn how to write reports. You will write a report twice: once in segments through the semester, and then a full report based off a completed protocol. You will write your findings as you would if you were writing a report for a school, court, or other organization. You will then give your written report to the instructor, who will evaluate, critique, and grade your reports.

**Assessment Presentation:**
Select a population of interest to you (i.e., retirees, juvenile offenders), and choose two instruments that you believe are appropriate to be used with said population. An outline will be provided. You will prepare a 10-15 minute presentation covering this information, as well as submit a 4 page paper written according to APA style.

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Interview Paper</td>
<td>40</td>
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<tr>
<td>Exams (2)</td>
<td>200</td>
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<tr>
<td>Practice Administration &amp;</td>
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<tr>
<td>Interpretation</td>
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<td>Assignment</td>
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<tr>
<td>Population Assessment</td>
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<tr>
<td>Presentation &amp; Paper</td>
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<tr>
<td>Integrated Report</td>
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<td><strong>Total</strong></td>
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*Grades in this class will be based on the following scale:*

A  450-500 pts    C  350-399
B  400-449 pts    F  349 or below
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.

With that said, these are weird times. Attendance is still required, and students are expected to have completed assigned readings prior to the class in which they will be discussed. We will be using class time to go over kits, and then using Zoom to cover lecture materials and presentations. Please pay attention to your email and the course schedule with regard to in-person class periods.

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. 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.
3. 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. 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

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

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 College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

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.

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. Resources to help you understand this policy better are available at the ASU Writing Center.
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.

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 Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.