

PSY 6322.010
Psychological Assessment
Spring 2022



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Office Hours:

Online: T/Th 10:00am-12:00pm

In Office: W 11:00am-12:00pm

Course Information

Course Description

A study of psychometric theory and 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 Credits

3 credit hours

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the psychology and sociology program.

Program Outcomes

The graduate programs in psychology are designed to meet the needs of:

- Students preparing for professional careers in applied psychology, counseling psychology, experimental psychology, or industrial organizational psychology.
- Students preparing for careers in professional counseling as

licensed professional counselors or as licensed psychological associates.

- Students preparing for advanced graduate studies in psychology.
- Students preparing for a teaching career in higher education.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Demonstrate a basic understanding of psychometric theory and concepts in assessment.	All readings and assignments
Become familiar with traditional and commonly used assessment tools, including personality inventories, intelligent assessments.	All readings and assignments
Demonstrate an ability to administer, score, and select assessment measures.	All readings and assignments
Demonstrate basic competency in interpreting assessment results in context and an ability to communicate results and conceptualizations in writing.	All readings and assignments

Course Delivery

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. However, as this course requires interaction between participants, some elements of the course may occur online, rather than face-to-face.

Required Texts and Materials

Devellis, R. & Thorpe, C. (2022). Scale development: Theory and applications, 5th ed. Thousand Oaks, CA: Sage. ISBN: 9781506341569

Groth-Marnat, G. & Wright, A. J. (2019). Handbook of Psychological Assessment, 6th ed.

Hoboken, NJ: Wiley. ISBN: 9781118960646

Additional course readings will be provided online as PDFs or Word documents.

Technology Requirements

To successfully complete this course, students need:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Webcam or other type of video recording device

Tentative Schedule & Topic Outline

Week/Date – Required Reading	Topic/* Assignments/Assessments DUE *
1/19: DeVellis (DV): Chapter 1	*DUE Jan. 21st by 11:59 PM* <ul style="list-style-type: none"> Review START HERE page Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content. Course Introduction & Historical Overview *Form Groups for DV Discussion*
1/26: DV: Chapter 2	Latent Variables *DV Group Discussion – Ch. 2*
Wednesday, February 2 nd	Census – Official Date of Record (“W” period starts 2/3)
2/2: DV: Chapters 3 & 4	Reliability & Validity *DV Group Discussion – Ch. 3 & 4*
2/9: DV: Chapters 5-6	Scale Development & Factor Analysis *DV Group Discussion – Ch. 5 & 6*
2/16: DV: Chapters 7-8 Thomas (2011)	The Index & Item Response Theory *DV Group Discussion – Ch. 7-8 & Thomas Summary*
2/23: DV: Chapter 9 Krishnamurthy et al. (2004)	Broader Context of Research *DV Group Discussion – Ch. 9 & Krishnamurthy Summary*
3/2: Exam #1	Exam #1
3/9: Groth-Marnat (G-M): Chapters 1-3	Intro, Context of Clinical Assessment, & Assessment Interview *Weekly Assessment Practice*
3/14-3/18: Spring Break	Spring Break!
3/23: G-M: Chapters 4 & 13-14	Behavioral Assessment, Brief Instruments & Treatment Planning *Weekly Assessment Practice*
3/30: G-M: Chapters 8-10	Personality Assessment: MCMI, NEO-PI, & PAI *Weekly Assessment Practice*

Week/Date – Required Reading	Topic/*Assignments/Assessments DUE *
4/6: Initial Assessment Preparation	In lieu of class, you will be meeting with your partner, working on your assessments, and prepping presentations
4/13: G-M: Chapter 7	Personality Assessment: MMPI-2 / MMPI-3 *Initial Assessment Report and Treatment Plan Due* *Presentation of Assessment Results and Plan*
4/20: G-M: Chapters 5-6	Intellectual Testing *Weekly Assessment Practice*
4/27: G-M: Chapters 5-6	Intellectual Testing *Weekly Assessment Practice*
Thursday, April 28th	Last day to Withdraw from Class (“W” period ends)
5/4: G-M: Chapter 11	The Rorschach *Comprehensive Psychological Report Due* (G-M Ch. 15)
5/11: Final Exam	*Comprehensive Final Exam: Wed. (5/11) at 1:00pm*

Communication

Faculty will respond to email messages within 24-48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. Telephone message may be delayed depending when messages are received in relation to office hours.

Students are encouraged to email the instructor if they have any questions or concerns. When emailing the instructor, please include your class name and time (or “Online”) in the subject line (for example, Stats, Online). **Please be respectful in your emails.** This includes addressing the professor properly and signing your full name. If you would like to meet virtually or by phone with the instructor, please approach it this way: send an email requesting a meeting, and give *three* possible options, in terms of days *and* time slots that work for you.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, or another virtual program.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Points of Total Grade
DV Discussions (5 total) Weekly Assessment Administration Practice (5 total)	100 points
Comprehensive Midterm Exam	100 points
Initial Assessment Report & Presentation	100 points
Comprehensive Psychological Report	100 points
Comprehensive Final Exam	100 points
Total	500

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 450-500

B = 400-449

C = 350-399

F ≤ 349

Teaching Strategies

- Readings, Lectures, Discussion, Therapy Practice, and PowerPoint

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Weekly DeVellis & Thorpe Group Discussions: For each of the first seven weeks of class, your group will work together to complete a summary of each chapter in the DeVellis & Thorpe book, which will be written up in a word document to be uploaded in Blackboard. For the last few

weeks, you will also complete an article summary. At the beginning of each class during these first weeks, you will discuss the results of these summaries in small groups, after which a group will be randomly chosen to give an overview to the class of 2-3 points from their summary.

Weekly Assessment Administration Practice: Following the midterm, you will be asked to practice administering assessment with a fellow student from class each week. For these assessments, you will be given mock clients for whom you will make up responses to the assessments. During some classes, you will demonstrate with your partner what you've learned, which will serve as the basis for this portion of your grade.

Comprehensive Exam: There will be two comprehensive exams for this class, including a midterm and a final. The exams will be cumulative. The exams will generally be composed of multiple choice, true/false, and matching, and may include some recognition of quotes by the authors read during the course of the semester or theoretical orientation examples. The exams will include information from your readings, lectures, discussions, assignments, and any other content or activities from the class. The midterm exam will consist of approximately 40-50 questions, and the final will consist of approximately 60-70 questions. You may use a 1 page (front and back) handwritten or typed page of notes, which you create yourself, to aid you on the exam. The final exams will be in-class exams, as scheduled on the calendar, but may be administered in a testing center or online.

Initial Assessment Report, Treatment Plan, and Presentation: You will conduct an *assessment interview* with a fellow classmate playing the role of a mock client. Utilizing *brief assessments* and *behavioral assessments*, you will write an initial assessment report and treatment plan. Consider this as an assessment with a new client for whom you need to establish a referral question/presenting concern, and conduct initial assessments to determine a course for treatment. Chapter 14 in your Groth-Marnat textbook provides detailed information about treatment planning and chapter 15 in your G-M textbook gives you extensive directions on writing psychological reports. Please utilize these chapters closely when writing your report. Be aware that since you have not yet conducted a comprehensive assessment with the mock client, you will not yet have as extensive a report as for the last assessment. You can perhaps think of this assessment as a client with a fairly typical course of treatment in a counseling setting, i.e., without complicated or confusing elements that may necessitate more extensive psychological testing. You will present your findings and treatment plan in class, as designated on the calendar.

Comprehensive Assessment Report: You will write a comprehensive assessment report for a different mock client played by the fellow student with whom you are partnered. This report should be in response to a specific referral question(s) and should describe all of the (relevant) assessments that you have conducted with your partner and the outcomes of these assessments, in addition to behavioral observations, client background history, and other pertinent information (See Chapter 15 in your Groth-Marnat textbook). Your G-M textbook gives you extensive directions on writing psychological reports. This comprehensive report may include similar information as in your initial assessment but will be about a different mock client and will include additional assessments. The format of this report should follow closely the format

suggested by G-M on page 730. Samples of psychological assessments are also provided in this chapter. You will also turn in all your scored assessment records completed with this client.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Leslie.Kelley@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Attendance/Make-Up Policy: Attendance/Participation is required for this course. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Exams must be taken on the assigned day(s) and within the assigned times. I must know no later than 2 weeks in advance if circumstances may prevent you from taking an exam at the specified time. There will be no makeup exams *except* in cases of serious illness or some other serious event. In these instances, you must obtain a note from your physician or Dean, and present it to the instructor. The instructor will determine if a student will be allowed to make-up the assignment. If permitted to make-up an exam, you will have 2 days after the missed exam to make it up and failure to do so will result in a zero.

General Policies Related to This Course

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

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

You are expected to keep within the on-going discussion typically the nature of a psychology class by coming to class and completing your assignments each day, and perhaps most importantly, by maintaining ongoing communication with your professor and fellow classmates over the course of the entire semester. Failing to do so regularly will result in failure to finish assignments on time and may result in a low or failing grade.

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](#).³

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 Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: [Angelo State University's Writing Center Website](#)

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](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
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](#)⁵ for more information.

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](#)⁶ 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.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>