



PSY 575 Personality

Assessment II

COURSE SYLLABUS: FALL 2023, online course

INSTRUCTOR INFORMATION

Instructor: Dr. Rose Haney, Licensed Psychologist

Office Location: Virtual

Office Hours: Virtual

University Email Address: Rose.Haney@tamuc.edu

Preferred Form of Communication: e-mail

Communication Response Time: M-F, typically within 24 hrs, with the exception of weekends and holidays, in which case communication will occur the next day the university is open.

Please check your email daily for potential course updates/changes/or news

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Class References:

Text: Neukrug, E., & Fawcett, R (2015). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists* (3rd ed.). Belmont, CA: Cengage.

Optional Text (likely to be very handy):

Essentials of Assessment Report Writing (Essentials of Psychological Assessment) 2nd Edition

by W. Joel Schneider (Author), Elizabeth O. Lichtenberger (Author), Nancy Mather (Author), Nadeen L. Kaufman (Author), Alan S. Kaufman (Series Editor)

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.). Washington, DC: Author.

Online version <https://doi.org/10.1176/appi.books.9780890425787>

The syllabus/schedule are subject to change.

Course Description

The focus of this class is on major concepts and principles of educational and psychological assessment and the use of standardized instruments with differing populations. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in PSY 572 and 503. knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.

Course Objectives/Competencies:

- 1) To consider the "purpose" of assessment in educational and agency settings.
- 2) To examine the historical roots of testing and assessment.
- 3) To examine social, professional, ethical, and legal concerns related to testing and assessment and to become particularly sensitive to issues of confidentiality, informed consent, and invasion of privacy issues.
- 4) To understand proper test administration and test interpretation.
- 5) To understand the concepts of norm-referenced and standardized testing.
- 6) To understand the concepts of test worthiness, including reliability, validity, practicality, and cross-cultural fairness.
- 7) To become proficient at basic methodological and statistical principles related to testing, including frequency distributions, measures of central tendency, measures of variability, correlation coefficients, factor analysis, standard error of measure, and standard error of the estimate.
- 8) To examine the use of assessment instruments in the following domains: educational assessment, assessment cognitive functioning including intelligence and neuropsychological problems, career and occupational assessment, clinical assessment, and informal assessment.
- 9) To apply knowledge of assessment in the following ways: as consultant to other professionals, in assisting clients in their learning process and their psychological growth, as supervisor to others who are administering tests, as a developer of needs assessment techniques, and as an evaluator of treatment approaches and training programs.
- 10) To learn clinical interviewing techniques and mental status assessments.
- 11) To learn the basics to the DSM-5-TR and how it can be helpful in the assessment of clients.
- 12) To learn the purposes and content of written test reports.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Learning Management Systems, Using Microsoft Word and Power Point

Instructional Methods

Asynchronous online learning that will include reading, various media, and some video lectures. For students to benefit from these teaching strategies, it is critical that they keep pace with readings assigned in class. **Students will note that some of the material presented in class will be consistent with their readings in their text. Other information will not be found in the text but provided from resources used by the instructor.**

Student Responsibilities or Tips for Success in the Course

Read the text carefully and take notes

Review all materials for the week's module

Watch any provided videos

Prepare for quiz and tests

Complete assignments thoroughly and on time

Read instructions carefully. Failure to follow basic instructions will result in loss of points.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

Your grade will be based on the following: (this may change)

Final Grade:

12 chapter quizzes (25 points each, one drop allowed, 275 points)

Mid term (100 points)

Neuropsychological test write ups (2 at 25 points)

Personality test write ups (3 at 25 points)

Final (100 points)

test report (100 points)

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

I prefer you to contact me via email (Dr. Haney). I will respond within 24 hours M-F. If you have questions that can be answered via email, I will respond. If your question requires more clarification than can be given through email, I will schedule an appointment with you during my office hours or at a mutually agreed upon time.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

*****NO LATE QUIZZES AND NO MAKEUPS FOR QUIZZES. The lowest Quiz will be dropped.**

Make-up examinations will **ONLY** be given in extreme situations such as a serious illness (you must have a doctor's note), death in your family or an officially excused absence by the University. If any of these situations occur, you **MUST** notify me prior to the exam. Make-ups will only be given if I have been notified **PRIOR** to the exam and can verify your reason for missing the exam. All missing exams not meeting this criterion will be given a grade of F.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

(dates might change)

Week 1: Intro to the class- Watch intro video and review syllabus

Week 2: History of Testing and Assessment (Chapter 1)

Week 3: Ethical, Legal, and Professional Issues in Assessment (Chapter 2).

Week 4: Diagnosis in the Assessment Process (Chapter 3)

Week 5: The Assessment Report Process (Chapter 4)

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Week 6: Test Worthiness: Validity, Reliability, Practicality, and Cross-Cultural Fairness (Chapter 5)

Week 7: Statistical Concepts: Making Meaning Out of Raw Scores (Chapter 6)

Week 8: Statistical Concepts: Creating New Scores to Interpret Test Data (Chapter 6)

Week 9: Statistical Concepts: Creating New Scores to Interpret Test Data (Chapter 6)

Week 10: First Test (On Chapters 1, 2, 5, 6, and 7)

Week 11: spring break

Week 12: Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests (Chapter 8)

Week 13: Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment (Chapters 9)

Week 14: Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests (Chapter 10)

Week 15: Clinical Assessment: Objective and Projective Personality Tests (Chapter 11)

Week 16: Informal Assessment: Observation, Rating Scales, Classification Methods, Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment (Chapter 12)

Week 17: Final and Test Reports Due

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