



PSY/SPED 572: Psychological Assessment/Measurement

Course Syllabus: Fall 2024

Online Class

INSTRUCTOR INFORMATION

Instructor: Anabel Meyer, Ph.D., Assistant Professor

Office Location: Henderson 225

Office Hours: Tuesdays 3:30pm-4:30pm (Mesquite location) or Thursdays 11pm-3pm (online)

University Email Address: Anabel.Meyer@tamuc.edu

Preferred Form of Communication: University e-mail

Communication Response Time: 24-48 hours during business days

COURSE INFORMATION

Textbook(s) Required:

Cohen, R.J., Schneider, W.J., Tobin, R., Swerdlik, M., & Sturman, E. (2022). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (Tenth Edition). New York: McGraw-Hill.

Supplemental Texts and/or Materials:

American Psychological Association (2002). *Ethical Principles of Psychologists and Code of Conduct* (Standard 9: Assessment): www.apa.org/ethics/code2002.html

National Certification of Educational Diagnosticians Board (2007). *Nationally Certified Educational Diagnostician (NCED) Program CODE OF ETHICS*.
<http://www.ncedb.org/pdfs/ncedethics.pdf>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Purdue Online Writing Lab (APA 7th Edition Resource)

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

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Course Description

This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, and interpreting norm referenced and criterion-referenced test scores. In addition, this course will introduce students to the concept of Cross Battery Assessment which offers practitioners the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with other tests in a way that is consistent with the CHC theory. Prerequisite: Graduate standing.

Student Learning Outcomes:

1. The student will develop an understanding of the principals of assessment.
2. The student will develop a beginning competency in the application of assessment principals to considerations, selection, and utilization of assessment instruments.
3. The student will develop an understanding of Cross-Battery Assessment.

Student Learning Objectives:

1. Historical perspectives concerning the nature and meaning of assessment;
2. Basic concepts of standardized and non-standardized testing and other assessment techniques;
3. Statistical concepts related to assessment and measurement;
4. Reliability
5. Validity
6. Factors related to assessment and evaluation of individuals, groups, and specific populations (i.e., age, gender, ethnicity, language, disability, culture, etc.);
7. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
8. Understanding of general principals and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status;
9. Ethical and legal considerations; and
10. Introduction of Cross-Battery Assessment as it relates to special education assessment within public schools.

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

To participate in this course, you will need to have access to a computer that is connected to the Internet. The University can also act as an ISP for students that are in the DFW area or live near Commerce, but there are some limitations to this service (primarily, on-line time limits). Students should know how to send and receive email, access the internet, send and receive files, and software needed to produce research, papers, and instructional presentations. You must also

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possess the computer skills necessary to attach Word documents into the Dropbox, access websites, navigate D2L, and spend the time needed to complete all assignments. If you are having technical difficulties, you need to get it corrected ASAP. Do not wait until the last minute to complete your assignments, as you will not be able to do an adequate job. In addition to the chapters, we will also be looking at other multimedia selections. Please refer to the course shell for those links.

ASSIGNMENT AND GRADING POLICIES

The instructor will attempt to provide feedback on all assignments within the week after they are turned in. Students are expected to complete ALL readings. Course grades will be determined by performance in the following areas:

Acknowledgment of Syllabus Quiz:

Students are responsible for reading the course syllabus and completing the Syllabus Quiz indicating that you have read and understand the expectations outlined for this course. The Syllabus Quiz is to be completed **by 09/01/24 at 11:59pm**. This quiz is worth 5 points of your course grade. Please contact me if you have any questions regarding the syllabus, due dates, or course expectations.

Discussions:

You are responsible for responding to 11 discussion posts during the semester for a total of 110 potential points. Students have the opportunity to have their lowest discussion grade replaced by completing 12 discussions instead of 11. It is your responsibility to keep up with the number of discussions you have responded to during the semester. Your comments should be substantive and civil, as different viewpoints will be expected and encouraged. Posts that are not civil, per my judgment, will receive a score of 0. The purpose of the discussion post is to get you focused on the content and to engage with your classmates. Your posts will be graded for depth of understanding/thought and detail. For each Chapter Discussion Question, you will create a thread to answer the discussion question and you must respond to at least TWO separate classmate's discussion threads. In the event that there are 2 Chapter Discussion Questions in a given week, students must respond to each discussion in its respective thread to receive credit. If students respond to both discussions in one thread, credit will only be given for one discussion. All discussions and responses **must be submitted by 11:59 pm on Sundays**. Your week 1 introductory video and responses to other students' videos count as that week's discussion.

Exams:

There will be two exams during the semester, a **midterm (10/14/24 – 10/20/24)** and **final (12/09/24 - 12/11/24)**. Exams must be taken during their designated timeframes. Do NOT attempt to take the exams before the dates indicated in this syllabus. If you do, the exam will timeout and you will receive a ZERO. The exams are multiple choice and include approximately 50 to 100 questions. While the exams will ask a few questions that require knowledge of definitions, the majority of the questions test your application of the material. You are responsible for all lectures, field of assessment presentations, and reading materials. Late exams

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and make-ups will not be accepted or allowed unless there is a verifiable medical or legal excuse (excused absence). Verifiable means that written documentation is provided (e.g., signed doctors' notes dated within 24 of missed exam, court appearance tickets, obituaries). The final decision concerning make-up exams rests with the instructor.

Field of Assessment Presentation (FOA):

Each student will create a **narrated or videoed** presentation (PowerPoint, Prezi, Google Slides, etc) which will be uploaded to the FOA presentation discussion in D2L. The topic of the presentations should relate to the field of assessment and cannot be a topic that is covered in the chapter presentations, but it may be a specialization of a topic. For instance, chapter 14 covers an overview of neuropsychological assessment but does not discuss neuropsychological assessment in children or geriatric patients in detail; therefore, a student could present on the subspecialty. Examples of presentations might include: multicultural issues in assessment, controversies in assessment, assessment of PTSD in children/adolescents, etc. I encourage you to pursue a topic that is of interest to you. If you are unsure about the appropriateness of a topic, just ask. The presentation must also include discussion questions or activities (e.g., videos, assessments) designed to further the understanding of the material.

Presentations should NOT be submitted as PDFs or in any other format. If they are, 10 points will be deducted per day, until the correct format is submitted. Do not forget to include references in APA format in your presentation. Please be sure to utilize the APA Publication Manual and the Purdue Online Writing Lab for help with APA style references.

There will be a discussion forum created under the FOA presentation tab (field of assessment selection) on D2L for students to designate their topic. Each topic will only be covered once so it is wise to post your selection ASAP. **Be sure to post your presentation topic no later than week 3.** If you do not, 10 points will be deducted from your total presentation grade. In order to see the feedback on your Slide Deck/PowerPoint, select "review" on the toolbar and then select "show comments." If you create a Prezi, feedback will be provided on your rubric.

Presentations will be graded using the rubric that is posted under "Rubrics and Guidelines." Students are responsible for reviewing the rubric before submitting their presentations to ensure that guidelines have been met. The goal of this presentation is not to merely reiterate information, but to summarize important information, give examples, and expand its application with illustrations, current events, etc.

The FOA presentation is due by **11:59pm on 11/10/24**. If a student does not submit their presentation on time, the highest possible grade will be a C (79%). To calculate the final presentation grade, the instructor will deduct points from the 79%. For example, if a student submits their presentation late and their presentation, based on the rubric, loses 10 points, their grade will be recorded as 69%.

Grading

Your grade will be determined as follows:

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Assignment	Points Possible
Syllabus Acknowledgement Quiz	5
Discussions	110
Midterm Exam	50
FOA Presentation	50
Final Exam	50
Total Points	265

Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Grades will not be rounded up.

Grade Calculation: D2L will not have the correct overall grade due to the weighting of grades and opportunity to have your lowest discussion grade replaced. Students can calculate their grades using the grading scale above. Simply multiply the points you earned on each task by the weighted amount. Next, add all the points together and divide by 100.

Total points corresponding to the final letter grades:

A = 239 - 265 Points

B = 212 - 238 Points

C = 185 - 211 Points

D = 159 - 184 Points

F = 158 & > Points

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

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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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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>

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>

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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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

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.

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.

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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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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

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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.

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.

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COURSE OUTLINE / CALENDAR (subject to change)

Date	Topic & Readings	Assignment Due
Week 1: Aug 26 – Sep 1	Syllabus Course and Student Introductions	Acknowledgement of Syllabus Quiz Introductory Video (Discussion 1)
Week 2: Sep 2 – Sep 8	Ch 1: Psychological Testing and Assessment Articles on D2L	Discussion 2
Week 3: Sep 9 – Sep 15	Ch 2: Historical, Cultural, and Legal/Ethical Considerations Articles on D2L FOA Topic due by 11:59pm on 9/15/24	Discussion 3
Week 4: Sep 16 – Sep 22	Ch 3: Statistics Refresher Ch 4: Of Tests and Testing Articles on D2L	Discussion 4
Week 5: Sep 23 - Sep 29	Ch 5: Reliability Articles on D2L	Discussion 5
Week 6: Sep 30 - Oct 6	Ch 6: Validity Ch 7: Utility Articles on D2L	Discussion 6
Week 7: Oct 7 – Oct 13	Ch 8: Test Development Articles on D2L	Discussion 7
Week 8: Oct 14 – Oct 20	Midterm due by 11:59pm on 10/20/24	Midterm Exam (Chapters 1-8)
Week 9: Oct 21 – Oct 27	Ch 9: Intelligence and Its Measure Articles on D2L	Discussion 8
Week 10: Oct 28 – Nov 3	Ch 10: Assessment for Education Articles on D2L	Discussion 9
Week 11: Nov 4 – Nov 10	Ch 11: Personality Overview Ch 12: Personality Assessment Methods Articles on D2L FOA Presentation due by 11:59pm on 11/10/24	FOA Presentation
Week 12: Nov 11 – Nov 17	Ch 13: Clinical & Counseling Assessment Articles on D2L	Discussion 10
Week 13: Nov 18 – Nov 24	Ch 14: Neuropsychology Articles on D2L	Discussion 11
Week 14: Nov 25 – Dec 1	Thanksgiving Break	None
Week 15: Dec 2 – Dec 8	Ch 15: Assessment, Careers, & Business Articles on D2L *Last Week of Class*	Discussion 12
Week 16: Dec 9 – Dec 13	Final Exam Due by 11:59pm on 12/11/24 Complete Course Evaluation	Final Exam (Chapters 9-15) Course Evaluation

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