

PSYC 5380-110 CRN 10842

Personality and Social Assessment

Spring 2021

Texas A&M University-Central Texas

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. This course will meet Monday evenings at 6:45 PM - 7:45 PM. The course begins on January 19th, 2021 and concludes on May 14th, 2021. There will be no class on March 15th, 2021 for Spring Break.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Becki Oakley, Ph.D.

Email: becki.oakley@tamuct.edu or Canvas inbox

Office Hours: Daily virtual hours as needed. Email me to schedule a WebEx meeting.

Requests and emails will be answered within 48 hours, although usually much sooner.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement.

Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Course Overview and description

Instruction and supervision in the assessment of emotional, motivational, interpersonal, and attitudinal characteristics of children and adults. Includes the administration, scoring, and interpretation of many widely used tests. Most tests are administered to children.

Course Objective

Graduate students will learn and apply the rules of ethical assessment and practical applications of assessment, use critical thinking effectively, demonstrate effective oral communication skills, demonstrate sensitivity to and appreciation of diversity. Students will demonstrate these computer skills: use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.

The instructional processes used in this course will include lecture, group discussion, group presentations and response. Class meetings will include lectures, discussion, demonstrations, and other in-class exercises and activities. Lectures will include information covered in text as well as concepts and studies not discussed in the text. In-class exercises, demonstrations, and activities are included to help students understand and apply class material in innovative ways.

Student Learning Outcomes

Upon successful completion of this course students will:

1. Demonstrate competency in test-giving behaviors, observations, and interviewing.
2. Demonstrate sensitivity to and appreciation of diversity.
3. Investigate the psychometric properties of tests, including reliability and validity.
4. Understand the advantages and disadvantages of current assessment tools/methods.
5. Understand and incorporate social, ethical, and legal considerations in psychological testing.
6. Be familiar with procedures for scoring and interpreting personality inventories.
7. Develop a basic framework for integrating multiple information sources for conducting an assessment, interpreting data and presenting data in report form that is usable to classroom teachers, service providers and/or parents.
8. Articulate and demonstrate the ability to accurately assess students from diverse backgrounds through consultation with other professionals and/or use of data collection systems using formal, informal, and standardized data.
9. Demonstrate computer skills; use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.
10. Demonstrate effective interpersonal communication skills and exhibit the ability to collaborate effectively.

This course addresses NASP Standards for Graduate Preparation of School Psychologists 2.1, 2.2, 2.3 and 2.4.

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs

2.2 Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Required Reading and Textbook(s)

Whitcomb, S.A. (2018). Behavioral, social, and emotional assessment of children and adolescents (5th ed). New York NY: Routledge.

Additional podcasts and articles as listed in the calendar and in the modules on Canvas. Access to be provided by link.

COURSE REQUIREMENTS

Attendance and Collaborative Participation (100 points)

Students are expected to attend all class meetings on WebEx. The initial segment of each class meeting will involve questions and discussions about specific assessments and reports. Lectures will expand upon the texts by considering some topics in greater detail, and will also introduce concepts and studies not discussed in the texts. This class is very applied in nature, so your full participation is required. We will cover a great deal of information, so missing any class time will make it extremely difficult to do well in this course.

Student participation and interaction is essential to the success of this course. Class participation is based upon student attendance, student readiness, participation in class discussions, and professionalism. Student's participation in class discussions will be determined by the student's ability to answer questions, provide input and relative current issues during discussions and demonstrated professionalism.

Professionalism

Students demonstrate professionalism when they: (a) attend all classes on time, (b) remain in class/observation for the duration, (b) are prepared for class discussions, (c) attend to class discussion, (d) meet time lines, (e) are flexible to schedule changes, (f) respect the opinion and rights of others, (g) refrain from inappropriate conversations with others, talking on cell phones or texting, during lectures and class exercises; (h) work collaboratively with colleagues, (j) and engage in ethical practices as defined in the student code of conduct and class rules related to informed consent, confidentiality, and sharing of information.

Assessments Required for Administration and Scoring:

- 1- ASRS: Autism Rating Scale - Handscore
- 1- Beck Anxiety Inventory - Handscore (ages 17 and up) - Handscore
- 2- Two BASC-2 (3rd Edition): Parent Form - Handscore
- 2- Two BASC-2 (3rd Edition): Child Form - Handscore
- 1- CARS-2: Child Autism Rating Scale - Handscore
- 1- CDI-2: Children's Depression Inventory -2 Handscore
- 1- Connor's 3 - Handscore
- 1- GARS-3: Gilliam Autism Rating Scale-3 - Handscore
- 2- Two SSIS: Social Skills Improvement System Learning Edition - Q Global
- 1- RCMAS-2: Revised Children's Manifest Anxiety Scale-2- Handscore
- 2- Two additional assessment from the above options

This is 15 assessments in all. Each assessment is worth 20 points for a total of 300 points.

Participants: For this course, you will need to find your own participants. The participants's parents or guardians will need to complete a consent form. A model will be provided on Canvas. You will need to submit a scanned-in copy of the consent form, the assessment protocol and any scoring information into the appropriate spot on canvas. You can use a scanning app such as CamScanner.

Students are responsible for finding participants to test to fulfill requirements for this course. It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. However, I caution you to choose wisely because in your professional role you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.

You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psychological report).

Please observe all safety protocols for Covid-19. As most of these are rating forms, you will not need to be in direct contact with the participant (the child or the parents depending on the form) with the exception of giving instructions. The recorded interview can be done over zoom or a similar platform.

Associated Student Learning Outcomes:

1. Be familiar with procedures for scoring and interpreting personality inventories
2. Demonstrate sensitivity to and appreciation of diversity

Interview Video (100 points)

You will practice your clinical interviewing skills with a colleague/friend of your choosing regarding their child (the "client.") You will record this interview on video in a format that is accessible to your instructor. The interview should last between 20 and 60 minutes. You will be evaluated on the thoroughness of your questions, the appropriateness of your demeanor during the interview, and your ability to tailor the interview to the needs of the "client." This will need to be shared with the instructor using a secure platform. Failure to protect the privacy and confidentiality of the participant will lead to a failing grade. Due to Covid, this can be done over zoom or a similar platform.

Associated Student Learning Outcomes:

1. Demonstrate competency in test-giving behaviors, observations, and interviewing.

Assessment Reports (200 pts)

Students will write two assessment reports without intellectual and achievement data.

Report Format - Sample reports will be provided

1. Date of administration (actual date(s) of administration of tests.)
2. Demographic information (age, gender, grade [do not include date of birth].)
3. Background Information (including sociological and language acquisition.)
4. Developmental and health history.
5. Sources of Information (include tests administered)
6. Behavior during testing.
7. Results of testing.
8. Summary and Impressions.
 - i. Summary of data
 - ii. Impressions (include implications for learning/educational setting.)
9. Recommendations and empirical intervention strategies.

Associated Student Learning Outcomes:

1. Become familiar with procedures for scoring and interpreting personality inventories.
2. Develop a basic framework for integrating multiple information sources when conducting an assessment and writing a report.

Midterm (100 points) and Final (100 points)

The Midterm and Final Exams will be discussion questions provided 2-3 weeks before the due date. The information will be from the class readings and lectures.

Quizzes on Readings (5 at 20 points each for 100 points total)

Throughout the semester, you will be assigned 5 quizzes on the class readings or assigned podcast/video from the week the quiz is due. These will be provided one week before they are due so that you can complete them while doing the week's work.

Associated Student Learning Outcomes:

1. Investigate the psychometric properties of tests, including reliability and validity.
2. Develop a basic framework for integrating multiple information sources when conducting an assessment and writing a report.
3. Understand the advantages and disadvantages of current assessment tools/methods.
4. Understand and incorporate social, ethical, and legal considerations in psychological testing.
5. Demonstrate computer skills: use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.

Course Grades

Participation and professionalism: 100 points

Assessments administered and scored: 300 points (20 points each)

Recorded Interview: 100 points

Assessment Reports (2): 200 points

Quizzes on reading (5): 100 (20 points each)

Midterm Exam: 100 points

Final Exam: 100 points

Final Grade:

900-1000 pts. A

800-899 pts. B

700-799 pts. C

600-699 pts. D

Below 600 pts. F

Posting of Grades

Assignments and submissions will be graded within 1 week with grades being posted on Canvas.

Grading Policies

Due dates for the reports (2), recorded interview, quizzes and midterm and final exams will be strictly observed. The due dates for assessment protocols and scoring are recommended, but you will have until the end of the semester to turn these in without late penalty given that some assessments will need to be picked up from the university and exchanged.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612)].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/index.html>].

Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division

of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

For Spring 2021, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours. _____

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

COURSE OUTLINE AND CALENDAR

University Calendar:

<https://www.tamuct.edu/registrar/academic-calendar.html>

Module	Date	Read before class	Due:
1: Foundations of Assessment	Week of January 19th (TAMUCT is closed on Monday, January 18th, so there will be no class this week)	Whitcomb Chapter 1: Foundations of Assessment	Reading
2: Assessment and Classification Information on assessment distribution and online scoring	January 25th	Whitcomb Chapter 3: Assessment and Classification Quiz 1 handed out	Reading
3: Interview Techniques	February 1st	Whitcomb Chapter 6: Interview Techniques	Reading QUIZ 1
4: Observations	February 8th	Whitcomb Chapter 4: Direct Observations Quiz 2 handed out	
5: Report Writing And Behavioral Rating Scales Assessments covered: BASC	February 15th	Sample Report (on module on Canvas) Podcast: School Psyched 91: https://www.youtube.com/watch?v=SPBpFnHSrJA Whitcomb Chapter 5: Behavioral Rating Scales	Readings Podcast QUIZ 2

6: Self-Report Assessment And Personality	February 22nd	Whitcomb Chapter 8: Self-Report Measures	Reading Protocol 1 & 2 Due
7: Autism Spectrum Disorders Assessments Covered: ASRS, CARS-2, GARS-3	March 1st	Whitcomb Chapter 12: Assessing other Social, Behavioral and Emotional Problems Midterm handed out	Protocol 3 & 4 RECORDED INTERVIEW DUE
8: ADHD Assessments Covered: Connor's-3	March 8th (NO CLASS MARCH 15th for SPRING BREAK)	Whitcomb Chapter 10: Assessing Externalizing Problems Podcast: School Psyched! Episode 65: https://www.youtube.com/watch?v=VXzDtHcO-jM Quiz 3 handed out	Reading and Podcast MIDTERM DUE
9: Assessing Internalizing Problems: Depression Assessments Covered: CDI-2	March 22nd	Whitcomb Chapter 11: Assessing Internalizing Problems	Reading Protocol 5 & 6 QUIZ 3
10: Assessing Internalizing Problems: Anxiety Assessments Covered: RCMAS-2, Beck Anxiety Inventory	March 29th	Whitcomb Chapter 11: Assessing Internalizing Problems	Reading REPORT 1 DUE
11: Adaptive	April 5th	Articles on adaptive	Podcast

Behavior and Cognitive Impairment and Learning Disabilities Assessments covered: Social Skills Improvement Rating Scales		behavior, cognitive impairment and learning disabilities. Podcast: School Psyched! Episode 104: https://www.youtube.com/watch?v=4jtowuPi1NE Quiz 4 handed out	Article Readings Protocol 7 & 8
12: Culturally and Linguistically Diverse Students	April 12th	Whitcomb Chapter 2: Social-Emotional Assessment and Cultural Diversity	Reading Protocol 9 & 10 QUIZ 4
13: Assessing Social and Emotional Behavior of Young Children	April 19th	Whitcomb Chapter 14: Assessing Social and Emotional Behavior of Young Children	Reading REPORT 2 DUE Protocol 11 & 12
14: Universal Screenings in Schools	April 26th	Whitcomb Chapter 15: Universal Screenings in Schools Quiz 5 handed out	Reading Protocol 13 & 14
15: Classifications Revisited	May 3rd	Whitcomb Chapter 3 (again) Additional Resource	Reading Protocol 15 QUIZ 5
16: Last day of Class	May 10th		FINAL EXAM DUE