

Personality and Social Assessment PSYC 5380 - 11504 - 110
Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Tuesdays, 6 PM beginning January 18th, 2022 through May 13th, 2022

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Rebekah Oakley, Ph.D., LSSP, LP

Office: Online Only

Email: becki.oakley@tamuct.edu

Office Hours: As needed. Available daily for virtual appointments.

Student-instructor interaction

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 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.

COURSE INFORMATION

Course Overview and description

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.

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.

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 and Professionalism (100 points)

Students are expected to attend all class meetings on WebEx. Additionally, 10 lectures include specific participation questions based on readings or podcasts. You will be expected to answer the participation questions in order to receive participation points (approximately 10 points per participation lecture). See course calendar and the participation document for the specific participation questions.

Students demonstrate professionalism when they: (a) attend all classes on time, (b) remain in class/observation for the duration, (c) are prepared for class discussions, (d) attend to class discussion, (e) meet time lines, (f) are flexible to schedule changes, (g) respect the opinion and rights of others, (h) refrain from inappropriate conversations with others, talking on cell phones or texting, during lectures and class exercises; (i) 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:

- 2- Two BASC-2 (3rd Edition): Parent Form - Online scoring
- 2- Two BASC-2 (3rd Edition): Child Form – Online Scoring
- 1- BASC-2 (3rd Edition): Self-Report – Online Scoring
- 1- BASC Structured Developmental History (SDH)
- 1- ASRS: Autism Rating Scale - Handscore
- 1- Beck Anxiety Inventory - Handscore (ages 17 and up) - Handscore
- 1- CARS-2: Child Autism Rating Scale - Handscore
- 1- CDI-2: Children's Depression Inventory -2 Handscore
- 1- Connor's 3 - Handscore
- 1- RCMAS-2: Revised Children's Manifest Anxiety Scale-2- Handscore
- 3- Three assessments of your choice from the above choices.

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

Associated Student Learning Outcomes:

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

Participants: For this course, you will need to find your own participants. The participants' 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.

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 Exam (100 points)

The Midterm and Final Exam are posted on the Canvas course. Complete and submit by the due date.

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.

Grading Criteria Rubric and Conversion

Participation: 100

Assessments administered and scored: 300 points (15 assessments at 20 points each)

Recorded Interview: 100 points

Assessment Reports (2): 200 points

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

Midterm: 100 points

Final: 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, and quizzes. 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.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Please see attached documents (Course Calendar).

Important University Dates

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

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): [<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-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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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),
[<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),
[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 Warrior Center for Student Success, Equity 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](https://tamuct.instructure.com/courses/717) 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/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. 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 [WCOOnline](https://tamuct.mywconline.com/) [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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) [http://tamuct.libguides.com/index].

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 Wellness and 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) [<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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [<https://www.tamuct.edu/bit>]. 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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2022) by Rebekah Oakley at Texas A&M University-Central Texas; 1001 Leadership Place, Killeen, TX 76549; becki.oakley@tamuct.edu