



SYLLABUS

CPSY 7381 Psychological Assessment II Spring 2024

- Instructor:** Rahsheda D. Perine, Ph.D.
Section # and CRN: P0121166
Office Location: Don K. Clark Bldg., Psychology Clinic Rm 112
Office Phone: TBA
Email Address: rdperine@pvamu.edu
Office Hours: In person or Zoom: Thursdays 9 AM to 12 PM, and by appointment
Mode of Instruction: Face to Face/Zoom
Course Location: TBA
Class Days & Times: Tuesday 9 AM to 11:50 AM
Catalog Description: This course provides an overview of projective and objective personality assessment along with in-depth coverage of psychometrics and a range of overarching assessment issues, including the stability of behavior, validity of clinical judgement, and clinical versus statistical prediction. Basic clinical interviewing, use and interpretation of measures, treatment planning, and report writing are also emphasized when working with children, adolescents and adults.
- Prerequisites:** None
Co-requisites: None
- Required Text(s):** Groth-Marnat, Gary, and A. Jordan Wright. Handbook of Psychological Assessment. Available from: VitalSource Bookshelf, (6th Edition). Wiley Professional Development (P&T), 2016.
- Recommended Text(s):** APA (2020). *APA guidelines for psychological assessment and evaluation*. <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>
- Frick, P. J., Barry, C. T., & Kamphaus, R. W. (2020). *Clinical assessment of child and adolescent personality and behavior*, 4th Ed. Springer.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment
1	Apply knowledge of assessment and psychological constructs to personality and behavioral assessment	Critical Thinking
2	Demonstrate the ability to write complete assessment reports and communicate those findings verbally.	Communication
3	Utilize individual difference criteria when engaging in assessment so that assessments accurately reflect the experience and needs of those assessed	Social Responsibility
4	Understand how measurement issues, reliability, and validity impact the assessment process	Empirical/Quantitative Skills
5	Determine appropriate testing procedures for various populations and issues	Critical Thinking

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Total
1)	Class exercises	30%
2)	Midterm	20%
3)	Integrated assessment, report, and case conceptualization	25%
4)	Final Exam	25%
Total:		100%

Grading Criteria and Conversion:

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% and below

A grade of less than a B does not constitute satisfactory progress and jeopardizes one's status in the program.

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Participation and Attendance

Class will primarily be discussion and activity-based. Students are expected to do all readings before the class session, engage with the class by asking questions and participating in active discussion, and contribute to the intellectual environment in the course. If any class session is conducted online, all students are expected to use video and audio to ask questions and to engage in discussion.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Class Exercises	The student will be periodically given assignments during class and outside of class designed to apply practical skills and knowledge of the assessment process including projective and objective measures.
Midterm	The midterm will be short answers and essays. It is not an open book exam. Everyone will take the midterm at the same time on March 5, 2024.
Integrated Assessment and Report	The student will submit an evaluation and conduct a case conceptualization on that evaluation. For confidentiality, the identity of the client will be hidden. Each evaluation must include clinical/diagnostic questions, clinical interview, mental status exam, measurements used and why, summary, diagnoses and evidence supporting diagnoses and a proposed treatment plan. Also note what measurements or other information would have been useful and why. The report should be at least 5 pages and not to exceed 10 pages. Report due on April 23, 2024.
Final	The final will be cumulative and will consist of short answer and essays. It is not an open book exam. Everyone will take the final at the same time. Final Exam Date to be announced.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Diversity and Inclusion Statement: The material is intended to encourage critical thinking and discussion as we examine new ideas and concepts from varying frameworks. I believe in cultivating a learning environment that is considered a comfort zone in which students and myself speak openly, freely, and always respectfully. If any student is ever offended by a discussion or a topic, I encourage the student to address within classroom setting or privately. In addition, if a student has any ideas to help foster an environment of inclusivity, that student is more than welcome to suggest ideas or tools to instructor outside of class.

Late work: Generally, late work is not accepted. In the case of a true emergency, you should contact me as soon as is reasonably possible. If you know that you will have difficulty submitting an assignment on time, please contact me before the date. You will not be allowed to make up work if you contact me after the assignment was due and there wasn't any emergency. If you are having trouble submitting something on Canvas, email it to me (rdperine@pvamu.edu), otherwise, your late submission will not be accepted.

Semester Calendar

Week	Description
Week One: 1/16 Topic Description Readings:	Introduction and History Chapter 1
Week Two: 1/23 Topic Description Readings:	Context of Clinical Assessment Chapter 2 Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. <i>The Counseling Psychologist</i> , 35(13). Doi: 10.1177/0011000006292033. On Canvas Reynolds, C.R., Altmann, R.A., Allen, D.N. (2021). The Problem of Bias in Psychological Assessment. In: <i>Mastering Modern Psychological Testing</i> . Springer, Cham. On Canvas
Week Three: 1/30 Topic Description Readings:	The Assessment Interview Chapter 3 Summerfeldt, L. J., Kloosterman, P. H., & Antony, M. M. (2010). Structured and semistructured diagnostic interviews. In M. M. Antony & D. H. Barlow (Eds.), <i>Handbook of assessment and treatment planning for psychological disorders</i> (pp. 95–137). The Guilford Press.
Week Four: 2/6 Topic Description Readings:	Behavioral Assessment Chapter 4

Week Five/Six: 2/13 & 2/20 Topic Description Readings:	<p>Assessment of Attention-Deficit/Hyperactivity and Disruptive Behavior Disorders</p> <p>Chapter 17: Frick, P. J., Barry, C. T., & Kamphaus, R. W. (2020). <i>Clinical assessment of child and adolescent personality and behavior</i>, 4th Ed. Springer.</p> <p>Jones, S. C. T., Neblett, E. W., Gaskin, A. L., & Lee, D. B. (2015). Assessing the African American child and adolescent: Special considerations and assessment of behavioral disorders. In L. T. Benuto & B. D. Leany (Eds.), <i>Guide to psychological assessment with African Americans</i>. (pp. 105–120). Springer Science + Business Media. https://doi-org.pvamu.idm.oclc.org/10.1007/978-1-4939-1004-5_8. On Canvas.</p> <p>Hartnett, D. N., Nelson, J. M. & Rinn, A. N. (2004) Gifted or ADHD? The possibilities of misdiagnosis, <i>Roeper Review</i>, 26(2), 73-76, DOI: 10.1080/02783190409554245</p>
Week Seven/Eight: 2/27 & 3/5 Topic Description Readings:	<p>Wechsler Intelligence Scales</p> <p>Chapter 5</p> <p>Spring Break</p>
Week Nine: 3/19 Topic Description Readings:	<p>Objective Measures: Minnesota Multiphasic Personality Inventory</p> <p>Chapter 7</p>
Week Ten: 3/26 Topic Description Readings:	<p>Objective Measures: Personality Assessment Inventory/Millon Clinical Multiaxial Inventory</p> <p>Chapters 8, 9</p>
Week Eleven: 4/2 Topic Description Readings:	<p>Projective Techniques</p> <p>Chapter 10</p> <p>Pedrosa-Roche, O. L., Nazario, J. A., & Suárez-Kindy, J. L. (2013). Using projective tests with Hispanic clients. In L. T. Benuto (Ed.), <i>Guide to psychological assessment with Hispanics</i>. (pp. 49–55). Springer Science + Business Media. https://doi-org.pvamu.idm.oclc.org/10.1007/978-1-4614-4412-1_4</p>
Week Twelve: 4/9 Topic Description Readings:	<p>Projective Techniques: The Rorschach</p> <p>Chapters 11</p>
Week Thirteen: 4/16 Topic Description Readings:	<p>Treatment Planning and Clinical Decision Making</p> <p>Chapter 14</p>
Week Fourteen: 4/23 Topic Description	<p>Assessment report and case conceptualization due</p>
Week Fifteen: 4/30 Topic Description	<p>Final Exam TBD</p>

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Assistance

Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

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 believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide

instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.