A. Protocol

Course Name: Assessment of Personality and Behavior I
Course Number: PSY 734
Credits: 3
Prerequisites: PSY 721 – Advanced Tests & Measurements
PSY 722 – Individual Psychological Evaluation I with Practicum
PSY 723 – Individual Psychological Evaluation II with Practicum
Maximum Class Size (face-to-face): 20
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Competencies Addressed:

Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results. Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).

Professional School Psychology – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.

Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

Upon completion of this course students will:

1) Learn the legal and ethical responsibilities regarding personality assessment.

2) Learn the professional procedures for personality and behavior assessment including diagnosis, interpretation, and intervention.
3) Learn the use of personality assessment and interpretation with diverse populations including the impact of culture, age, and gender upon performance.

4) Learn and gain experience in administering and interpreting personality assessment techniques including both objective and subjective personality assessments to a diverse population.

5) Learn report writing techniques that integrate developmental and educational history with personality test data for the purposes of description, treatment planning and progress monitoring.

6) Learn and gain experience interpreting information from a variety of personality inventories in order to make appropriate diagnostic and intervention decisions with individuals of different ages, cultural backgrounds and exceptionalities.

7) Recognize the importance of multicultural sensitivity, responsiveness, knowledge, and understanding about ethnically and racially different individuals.

C. Catalog Description:

An introduction to the assessment of personality and behavior. Experience is given to the student in the administration, scoring, and interpretation of the more widely used personality assessment measures. Particular attention is given to assessment techniques used in planning for remediation and treatment.

D. Outline of the Course:

1) Best Practices in the Personality Assessment of Children and Adolescents
   a) Function of assessment
   b) Cultural competency and the important weaknesses of conducting culture-centered and ethical psychological assessments among persons from ethnic and racial minority backgrounds.
   c) Nondiscriminatory assessment
   d) Emerging trends
   e) Computerized adaptive testing

2) Legal and Ethical Consideration in Assessment

   Legal Considerations
   a) The Individual with Disabilities Education Act [IDEA]
   b) Pennsylvania Special Education Regulations
   c) Standards for Educational and Psychological Testing
Ethical Considerations

a) Responsibility for the consequences of professional work
b) Recognizing the boundaries of professional competence
c) Confidentiality of information
d) Adherence to professional standards on assessment
e) Test security
f) Pupil records: collection, maintenance and dissemination

3) The use of intelligence tests in personality assessment

4) Objective Personality Measures – Administration and Interpretation

5) Subjective Personality Measures – Administration and Interpretation

6) Using Personality Measures in Evaluating Special Populations

7) Report Writing: Integrating Personality Assessment data into Psychological Reports – Linking assessment data to interventions

Practicum Experiences:

Objectives:

The practicum experiences of this course address Program goals related to assessment practices, intervention planning, and professional school psychology

Activities:

1) Each student will administer, score and interpret a comprehensive psychoeducational assessment battery to a school age individual (6-18 years of age). In addition to a report of the test results each student will complete an Evaluation Report (ER) using the Pennsylvania Department of Education Comprehensive Evaluation Report format.

2) Each student will be provided with a completed psychoeducational assessment battery for interpretation. Each student will be expected to interpret the evaluation results and to develop a psychological report, including data-based recommendations.

3) Each student is expected to administer, score (where appropriate), and interpret 5 Bender Gestalt Visual Motor Tests, 10 House-Tree-Person Tests, 5 Kinetic Family Drawings, 2 Children's Apperception Tests (CAT); 2 (each) Piers-Harris Self Concept Scale, Burks Behavior Rating Scale, Revised Children's Manifest Anxiety
Scale, and Behavior Assessment System for Children (BASC). The student must include at least 2 experiences with respect to culture and ethnicity.

Evaluations/Feedback:

Student performance will be evaluated using practicum evaluation forms and scoring rubric. Feedback will be provided based on the evaluation results.

E. Teaching Methodology:

1) Traditional Classroom Methodology

   Procedures:

   a) Lecture – covers the basic assumptions of projective and personality techniques, administration and interpretation and report writing. The lectures are interspersed within the actual practice of giving and interpreting techniques.

   b) The test instruments administered outside of class are interpreted through class discussion. Intensive individual instruction is provided in in-class interpretation of protocols obtained by the individual student.

2) Online Methodology

   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

Lecture Textbook (s):


G. Assessment Activities:

1) Traditional Classroom Assessment
   a) Tests

   b) Papers:
1. One journal article abstract which critiques or uses personality assessment techniques with children in the school setting.

c) Special Projects:

1. Submitted protocols with interpretations are evaluated.

2. Each student will be provided with a completed psychological test battery. The student will be expected to interpret the test results and to write a report, including recommendations, based upon the protocols presented.

3. Each student will administer a complete battery of tests to a school-age student [6 – 18 years of age]. In addition to a report of the test results each student will complete an Evaluation Report using the Pennsylvania Department of Educational Comprehensive Evaluation Report format.

2) Online Assessment

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:
• Reserve the right to decide when to self-identify and when to request accommodations.
• Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
• Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
• Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
• Location: Azorsky Hall – Room 105
• Phone: (724) 938-5781
• Fax: (724) 938-4599
• Email: osdmail@calu.edu
• Web Site: http://www.calu.edu/current-students/student services/disability/index.htm
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Achenbach, T.M. (2000). Bibliography of Published studies using the CBCL and related materials [CD-Rom]. Burlington, VT:


National Association of School Psychologists’ “Principles for Professional Ethics” [NASP Unpublished].


OTHER RESOURCES:

JOURNAL OF PROJECTIVE TECHNIQUES
JOURNAL OF TECHNIQUES AND PERSONALITY ASSESSMENT
PROJECTIVE PSYCHOLOGY
JOURNAL OF EDUCATIONAL PSYCHOLOGY
JOURNAL OF SCHOOL PSYCHOLOGY
SCHOOL PSYCHOLOGY REVIEW
PSYCHOLOGY IN THE SCHOOLS JOURNAL OF COUNSELING PSYCHOLOGY
J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.