I. **Course Title:** Assessment of Personality and Behavior I  
**Course Number:** PSY 734  
**Credits:** 3  
**Date of Revision:** August 2005

II. **Course Prerequisite(s):**  
- PSY 721 – Advanced Tests & Measurements  
- PSY 722 – Individual Psychological Evaluation I w/Practicum  
- PSY 723 – Individual Psychological Evaluation II w/ Practicum

III. **Catalogue 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.

IV. **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.

V. **Course Objectives:**  
Upon completion of this course students will:

A. Learn the legal and ethical responsibilities regarding personality assessment.

B. Learn the professional procedures for personality and behavior assessment including diagnosis, interpretation, and intervention.
V. Course Objectives (continued):

C. Learn the use of personality assessment and interpretation with diverse populations including the impact of culture, age, and gender upon performance.

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

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

F. 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.

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

VI. Course Outline:

A. Best Practices in the Personality Assessment of Children and Adolescents

1. Function of assessment
2. Cultural competency and the important weaknesses of conducting culture-centered and ethical psychological assessments among persons from ethnic and racial minority backgrounds.
3. Nondiscriminatory assessment
4. Emerging trends
5. Computerized adaptive testing

B. Legal and Ethical Consideration in Assessment

Legal Considerations

1. The Individual with Disabilities Education Act [IDEA]
2. Pennsylvania Special Education Regulations
3. Standards for Educational and Psychological Testing

Ethical Considerations

6. Responsibility for the consequences of professional work
7. Recognizing the boundaries of professional competence
VI. Course Outline (continued):

8. Confidentiality of information
9. Adherence to professional standards on assessment
10. Test security
11. Pupil records: collection, maintenance and dissemination

C. The use of intelligence tests in personality assessment

D. Objective Personality Measures – Administration and Interpretation

E. Subjective Personality Measures – Administration and Interpretation

F. Using Personality Measures in Evaluating Special Populations

G. 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:

A. 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.

B. 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.

C. 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.
VI. Course Outline (continued):

Evaluations/Feedback:

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

VII. Teaching Methodology:

A. Procedures:

1. 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.

2. 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.

B. Texts and Other Study Materials:

1. Lecture Textbook (s):


VIII. Evaluation of the Student:

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.
VIII. Evaluation of the Student (continued):

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.

IX. Bibliography:

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


IX. Bibliography (continued):


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

IX. Bibliography (continued):


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