University of Texas at San Antonio

Course Syllabus
EDP 5303: Principles and Techniques of Evaluation
Course Section 901, Fall 2010

Instructor: Dr. Jeremy Sullivan
Office: Durango Building, 4.334
Office Phone: 210-458-2408
Office Hours: Tuesday 3:00 – 5:00
Or by appointment

Place & Time: Buena Vista Building, Room 4.304A, Tuesday, 5:30 – 8:15 (Downtown Campus)

Required Texts:


Additional readings will be assigned by the instructor.

Course Content: This course introduces the study of assessment and evaluation, including classical test theory, principles of psychological and educational measurement (including methods of establishing evidence for reliability and validity), statistical and psychometric concepts, the development and selection of assessment instruments related to a range of psychological constructs, and techniques for interpreting and communicating evaluation results.

**It is important to note that education and training beyond this course will be necessary in order to develop proficiency and expertise in standardized assessment procedures such as individual intelligence and achievement tests. Administering and scoring these tests appropriately requires a high level of practice and supervised training. Skills in the standardized administration and scoring of these instruments will not be gained in this course. We will, however, attempt to develop a working knowledge of these (and other) assessment procedures, and the concepts covered in this course will provide a foundation for more advanced coursework in psychological assessment.**

Course Objectives: Students will have the opportunity to:

1) understand the role and purpose of assessment as part of professional practice;

2) become conversant about professional and ethical issues related to assessment;

3) develop a knowledge base with regard to psychometric characteristics of assessment instruments, such as reliability and validity;
4) understand statistical concepts related to assessment, including mean, standard deviation, and various derived scores (e.g., standard scores, T-scores, percentiles);

5) develop a working knowledge of different types of assessment procedures, such as norm-referenced and criterion-referenced procedures, self-report methods, and individual and group testing approaches;

6) examine common assessment procedures used to measure different constructs, such as personality, emotional functioning, intelligence, and achievement;

7) critically evaluate assessment instruments independently by investigating instruments and presenting the instruments to the class.

NASP Domains of School Psychology Graduate Education and Practice:
Based on course content and objectives, EDP 5303 addresses the following NASP domains:

Domain 1: Data-Based Decision Making and Accountability
   a. Students will demonstrate knowledge of varied methods of assessment and data collection methods for identifying strengths and needs.
   b. Students will use assessment-based data to identify strengths and weaknesses, diagnose psychological and learning problems, develop interventions, and measure progress and outcomes.

Domain 8: Diversity in Development and Learning
   a. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; the role of psychosocial factors in learning and development; and strategies to address potential influences related to diversity.

Domain 9: Research and Program Evaluation
   a. Students will demonstrate knowledge of research design, statistics, measurement, data collection and analysis, and program evaluation methods.

Domain 10: Legal, Ethical, and Professional Practice
   a. Students will demonstrate knowledge of the history and foundations of school psychology, various service delivery models and methods, and ethical, legal, and professional standards.
   b. Students will practice in ways that are consistent with ethical, legal, and professional standards, and will demonstrate effective communication and technology skills.

Student Performance Evaluation Criteria and Procedures:

Exams (40%)
There will be two exams designed to evaluate your knowledge and understanding of the assigned course material. Each exam will be worth 20% of your final course grade. Exams will include a combination of multiple-choice, short-answer, and essay items. Please be aware that class lectures may include information that is not covered in the readings, and that the readings will include information that is not covered in lectures. All of this information should be considered “fair game” for exam questions. Thus, you will benefit from attending class and keeping up with the assigned readings.

**Note:** Make-up exams will not be allowed unless special arrangements have been made in advance, and only in emergency situations.

Self-Assessment and Written Report: NEO-PI-R (20%)
Each student will self-administer and score the NEO-PI-R, which is a commonly-used measure of personality. Students will then prepare a written report based on their results. The purpose of this
assignment is to give students experience with scoring an assessment instrument and interpreting the results, and also to help students see assessment from the client’s perspective (i.e., to see how it feels to have your personality characteristics “evaluated” or “measured”).

The report will include the following information in the following order (please number all sections exactly as they are numbered here):

**Section One:**

1. Provide a brief description of the User Qualification Level for the NEO-PI-R (i.e., who is qualified to use this instrument? Hint: look up the NEO-PI-R on the publisher’s website: [www.parinc.com](http://www.parinc.com)). Describe the User Qualification Level in your own words; do not copy and paste from the manual or website.

2. Briefly describe how the NEO-PI-R authors provide evidence of Internal Consistency and Test-Retest Reliability, as presented in the Manual. Describe the process used to gather this evidence in your own words, as you would describe it to a client. In other words, if your client asked you about the Internal Consistency and Test-Retest Reliability of the NEO-PI-R, how would you respond in a way they could understand (assume your client has no formal training in assessment or psychometrics)?

3. Briefly describe how the NEO-PI-R authors provide evidence of Convergent and Discriminant Validity, as presented in the Manual. Describe the process used to gather this evidence in your own words, as you would describe it to a client. In other words, if your client asked you about the Convergent and Discriminant Validity of the NEO-PI-R, how would you respond in a way they could understand (assume your client has no formal training in assessment or psychometrics)?

**Section Two:**

1. Turn in your NEO Profile Sheet with your Report, so I can check your scoring and interpretation.

2. Provide an Interpretation of your results (what do your scores mean?). Of course, you should consult the NEO-PI-R Manual (chapter 5) as you interpret your results; however, you should also put the interpretation into your own words. Please base your interpretation on your T-scores, rather than raw scores. Also, as you interpret your scores, base your interpretation on how the NEO defines the different terms and scales, rather than on how you define them personally. It is also important for you to incorporate your own background and experiences when making sense of your scores, just as you would when interpreting a client’s scores. Feel free to use examples from your life to illustrate the points you make when interpreting your scores, and interpret your results within the context of your own background, developmental history, and current circumstances as appropriate.

Here are some areas for you to consider as you interpret your test scores:

- The Neuroticism scale covers emotional adjustment and stability. Where do you stand in general terms on the scale and are there any facets that seem to be higher or lower than what you might expect? Are there any current situational factors that may account for any of these scores?
- The Extroversion scale reflects extroversion at one end and introversion at the other. There are several facets on this scale that would appear to be beneficial for a school psychologist, such as Warmth and Assertiveness. Discuss your scores in these areas.
- The Openness scale has high scorers seeming to show a more curious and tolerant-to-differences approach as opposed to low scorers, who tend to be more conventional and conservative with a narrower scope of interests. Discuss your overall score and facet scores as they relate to your own openness to experience.
• The Agreeableness scale is generally altruistic, trusting, and cooperative at one end and egocentric, skeptical, and competitive at the other. Facets that may be important for school psychologists include Straightforwardness and Altruism. Discuss these factors in terms of your scores.

• The Conscientiousness scale has high scorers leading more ordered lives and low scorers tending to be less inclined towards self-discipline. As a school psychologist-in-training, discuss your scores in the areas of Order, Self-Discipline, and Deliberation in terms of how these may relate to being a school psychologist.

Section Three:

Respond to the following questions:

1. Overall, to what extent are the results consistent (or inconsistent) with the way you perceive yourself? Were any of the results surprising? (give examples)

2. Summarize the implications of your results in relation to your status as a school psychologist-in-training. What were your results on the scales and facets that you think have the most important implications for school psychologists and school psychologists-in-training?

3. Now suppose that you are a psychologist who uses the NEO-PI-R on a regular basis. What recommendations or interventions would you consider using with a client who obtained the exact same score profile as you on the NEO-PI-R? Or, how would the NEO-PI-R scores contribute to your treatment plan, or to your interactions with your client? Please be specific.

Section Four:

Finally, provide a critical analysis of the NEO-PI-R in terms of its overall usefulness in a mental health or educational setting. For example, How useful would the data provided by the NEO-PI-R be in working with a client? In which settings or with which populations might the instrument be most (or least) useful and relevant? Is the instrument easy to score and interpret? Do any strengths or weaknesses of the instrument stand out to you? Include any other information you deem pertinent.

Reports should be between 8 and 10 pages in length (not including title page), using 12-point font and 1-inch margins.

Please organize your paper into four sections as described above.

Please double-space and adhere to APA writing style (i.e., punctuation, spacing, language, etc.).

**Please score carefully—points will be deducted for scoring errors (e.g., converting raw scores to incorrect T-scores). Points will also be deducted if documents are poorly organized, difficult to follow, or contain spelling / grammatical errors.

**Students must not use any form of NEO scoring software or computer program to help them interpret their scores. The test manual and class handouts should provide sufficient guidance in score interpretation, and students who use computer software will receive a grade of 0 for this assignment.

Group Presentation (15%)

Each student will participate in a group presentation. Groups will choose an assessment instrument to review and present in class. The instructor will provide students with a list of possible tests to review; this list will include tests that are contained in the assessment library of the Psychological Assessment and Consultation Center. The information included in the presentations will resemble the information found in a published test review, such as those reviews contained in the Mental Measurements Yearbook.
Each presentation should include:

1. User Qualification Level of the instrument.
2. Purpose of the instrument, theoretical basis.
3. Practical information (i.e., publisher, author(s), year published, price, age range).
4. Reliability information (how was reliability assessed? Include numeric values of reliability estimates provided in the manual, or a range of coefficients).
5. Validity information (how was validity assessed? Include numeric values of validity estimates provided in the manual, or a range of coefficients).
6. Norming information (how was the instrument normed and on which populations?).
7. A description of how the instrument is administered, scored, and interpreted.
8. A case study describing how a fictitious client scored on the test, in order to illustrate how clients with certain presenting problems or concerns may perform on the test.
   The case study should begin with descriptions of the client’s current problems or stressors, and how these problems impact different areas of the client’s life (school, work, relationships, etc.). Think of this as a description of the presenting problem, or a description of the reason for referral. Next, provide a brief summary of relevant background information / developmental history (e.g., family history of medical or psychiatric problems, previous assessment or counseling services, important developmental issues such as head injury or developmental delays, history of educational or occupational problems), followed by other information such as interviews (with client, partner, teachers, or parents, as appropriate) and a description of the client’s physical appearance and other observations made during the assessment. Based on all of this information on developmental history and current functioning, create a score profile that illustrates how you think this client would score on the different scales of your test. Try to interpret the scores within the context of the client’s background information. Also, based on the client’s test scores and other information, describe possible treatment approaches that you would consider using with your client (be as specific as possible).
10. A conclusion that includes an analysis of the overall usefulness and applicability of the instrument (e.g., for which purposes, in which settings, and with which populations is the instrument most useful; when would you use it, when would you not use it), and any unanswered questions about the instrument (e.g., directions for future research on the instrument).
11. Finally, identify at least two peer-reviewed research articles which evaluate the use of the instrument with diverse populations (“diverse” could apply to diversity in relation to gender, ethnicity, language, sexual orientation, disability, or age, in addition to specific populations such as prison inmates or gifted students).
   These studies should be briefly cited in the presentation and listed on a References page in APA format, and copies of the articles should be provided to the instructor. **These articles may describe studies examining the use of the instrument with different groups (e.g., different ethnic groups, specific diagnostic groups), or they may describe independent studies examining the psychometric characteristics of the instrument with clinical samples (this includes studies examining bias or differential item functioning).**
directly from their PowerPoint slides throughout the presentation – please use PowerPoint to provide your audience with an **outline** of important content, rather than trying to squeeze every single word onto your slides. Also, tables and graphs often can present information more clearly and efficiently than words, so please consider incorporating these into your presentation as appropriate.

Additional details regarding format and grading criteria for the presentation will be provided by the instructor in the form of a grading checklist. Please note that the case study component involves a **fictitious** client with background information and scores that are fabricated by group members. Please do not use data from actual clients when creating your case study.

In conducting their research and preparing their presentations, students **should not** photocopy or scan any information from test manuals, or from the tests themselves. Doing so is a violation of several ethical and legal principles, such as copyright and test security.

It is critical that each group member attend group meetings and participate in preparing the presentation. Students who do not participate appropriately in their groups may be required to complete the project individually for a reduced grade, or may be graded separately based on their own contribution to the presentation.

If a group member is absent on the day of his or her presentation, then he or she will receive a grade of 0 for the assignment. There are no make-up assignments for a missed presentation, with the rare exception of emergency situations in which the instructor has been informed of the absence ahead of time.

Students are expected to be courteous and attentive during their classmates’ presentations.

**Each group must meet with the instructor before the date of their presentation in order to review their work and receive feedback (related to content, organization, PowerPoint slides, etc.). Ideally, this meeting will occur at least one week before the group is scheduled to present in order to give group members time to make revisions. Group members should bring a draft of their PowerPoint slides, other materials, and any questions so that the instructor’s feedback can be as specific and helpful as possible. During this meeting, group members should also be prepared to describe who is responsible for each component of the presentation.**

**Interview Assignment / Summary Report (15%)**

This assignment provides an opportunity for students to practice their clinical interviewing and report writing skills, both of which are important components of the assessment process. Each student will choose a classmate to serve as a “client” and gather background information/developmental history from this client based on an interview and adult history form. Students will then prepare a written summary of the client’s background information/developmental history based on guidelines provided by the instructor.

**Due to the sensitive nature of this assignment, all “clients” **must** be classmates in the EDP 5303 course; please do **not** use volunteers from outside of this class. In order to maintain the confidentiality of your fellow students, please use fictitious names and other identifying information on history forms and in your written reports.**

Summary Reports should include the following sections:

- **Identifying Information:** fictitious name, date of birth, age, sex, date of interview, date of report.
- **Reason for Referral** (or Presenting Problem, or something similar): identify and briefly describe the presenting problem, concern, symptoms, or behaviors that led the client to seek assessment services.
- **Background Information/Developmental History:** divide this into subsections, something like:
  - Family and Demographic Information – ethnicity, marital status, children, family history of medical and psychiatric problems, traumatic events in the family system
  - Social/Relationship History – significant relationships with others, friends, social support
  - Educational History – highest level of educational achievement, any problems in school, any special services provided, special education testing
o Occupational History – how many jobs and how long at each, reasons for leaving jobs, satisfaction with current job, job-related stressors
o Medical History – present health, any health concerns or chronic illness, changes in sleep or appetite patterns, complications surrounding pregnancy/birth, history of head injury, present and previous use of medications, last physical examination
o Previous Psychological/Psychiatric Services – what were the issues at the time, what did the services involve, what were the results
o Present Level of Psychosocial Functioning – including a thorough assessment of identified areas of concern, such as definition from multiple perspectives, history, frequency, intensity, duration, antecedents and consequences, etc.

• Behavioral Observations: physical appearance, hygiene, abnormal behaviors or verbalizations, affect, attitude, attention level, activity level, degree of cooperation, social skills, etc. Describe any behaviors that contribute to your understanding of the client.
• Summary and Case Conceptualization: one paragraph in which you integrate all of the information gathered to this point, describe current level of functioning and psychosocial stressors, provide an overall picture of the client and your hypotheses about what factors are contributing to the presenting problem or concern. Be sure to identify areas of strength as well.
• Recommendations: include recommendations for counseling or other services (be specific), educational or occupational recommendations, identify areas for further assessment, etc. Make sure recommendations are consistent with information presented in the report.

Please double-space this assignment and turn in all supporting materials (e.g., notes taken during interview, completed history form, etc.). The length of the report will vary depending on the amount of information your client chooses to disclose, but please attempt to gather elaborate and detailed information by using follow-up questions. **Points will be deducted if students do not follow-up on interview responses that warrant elaboration or clarification. **Points will be deducted if documents are poorly organized, difficult to follow, or contain spelling / grammatical errors.
Summary Reports will be graded using the Interview Checklist. Your grade will be influenced by your ability to gather elaborate and detailed information from your client, and to use this information to formulate diagnostic impressions and provide useful recommendations.

Because this is a course assignment (as opposed to a professional relationship), you must not provide any specific recommendations for psychological, educational, or medical treatment to the volunteer on the basis of your interview. You will be expected to make recommendations in your Summary Report; however, you should not share your assessment report or recommendations with anyone other than the instructor.

Class Participation (10%)
A portion of the course grade will be based on participation. Regular attendance is expected and is necessary for successful completion of the course, as missing a class session may compromise your grasp of subsequent material. Students are expected to be prepared to discuss the readings for that day, and are expected to participate in all instructional activities during class; these activities may include using class time to complete exercises in the Silverlake workbook, examine specific assessment instruments, discuss interpretation of specific assessment results, discuss case studies, and other activities assigned by the instructor. Failure to participate in these activities will result in a reduction of the class participation grade.
Attendance will be taken each day, and each student is responsible for signing the attendance sheet. **Students may have 1 absence with no penalty, but points will be deducted for subsequent absences. A 2nd absence will result in 15 points deducted from the participation grade. A 3rd absence (and any additional absences) will result in 25 points deducted from the participation grade. Further, students who are consistently late to class (or who leave class early) should not expect to get full credit for class participation.
To illustrate the attendance policy more clearly:

1 absence: Highest possible Participation grade = 100
2 absences: Highest possible Participation grade = 85
3 absences: Highest possible Participation grade = 60
4 absences: Highest possible Participation grade = 35
5 absences: Highest possible Participation grade = 10
6 or more absences: Highest possible Participation grade = 0

Please note that this policy will apply regardless of the reason for the absences.
If you are unable to attend a class session, please notify the instructor before the scheduled class period.
Further, if missing a class session results in your turning in an assignment late or missing an exam, you must make arrangements with the instructor ahead of time.

**Grading Index:** Grades on the major assignments will be weighted according to the percentage that each assignment is worth. **Points will be deducted for any assignment that is turned in late.**
The final course grade will be assigned according to the following index:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or below

**Extra Credit Policy:**
Students should not expect to receive extra assignments or opportunities for extra credit. As a graduate course, students must meet a certain level of mastery in order to advance in their curriculum. The required assignments offer numerous opportunities for students to demonstrate this mastery, and extra credit assignments will not be provided.

**An Important Note about Assessment Materials:**
Because there are several sections of this course offered each semester, each of which requires access to the same assessment materials, students should not remove assessment materials from the Psychological Assessment and Consultation Center. The instructor will provide students with the materials they need to complete assignments. We are all sharing a limited amount of materials; please exercise courtesy towards your classmates.
Please treat assessment materials with care – do not write/highlight in or on any materials including the manuals.

**Please Note:** Assessment materials used in this course are “secure” tests – allowing others (e.g., friends, relatives who have not taken a similar course) to look at, play with, or examine test materials and manuals violates test security and is a violation of ethical principles and professional practice. Similarly, notice that no assignment in this course involves students administering psychological tests to another person. For the purposes of this course, you must not assess anyone other than yourself – please do not administer instruments to friends, family members, etc. Doing so constitutes an ethical violation, and will result in serious repercussions for the student. (The obvious exception to this rule is the Interview Assignment—but note that this assignment involves only an interview and history form, and should not include formal psychological tests.)
**Blackboard:** We will be using Blackboard (formerly WebCT) as our communication tool. Your grades, supplemental readings, and other materials will be posted on Blackboard. You can also use Blackboard to communicate with me or your classmates, and I will be using it to send you updates and reminders from time to time.

**Consistent with University policy, I will communicate with students through Blackboard and university email accounts; please check these accounts on a regular basis.**

**Instructional Activities:**
A variety of instructional activities will be used to present course material. These activities will include lectures, completing exercises in small groups, demonstrations of assessment procedures, discussions related to the readings, and working with case studies.

**Instructor’s Expectations:**

- Students are assumed to be in preparation for professional roles and as such are held to the highest standards of scholarship. Scholars fully recognize and accept personal responsibility for their own learning, and always seek ways to improve their performance.
- All student work is expected to be at professional level quality, and should reflect your best efforts. Remember, whatever you write and turn in is a representation of you. Please do not turn in something that would be unacceptable to you as an instructor.
- In addition, School Psychology students are expected to demonstrate fitness to practice. Criteria such as classroom behaviors, interactions with others, scholastic performance, and ability to act ethically and professionally may be used to evaluate students’ fitness to practice. For more information on fitness to practice, see the School Psychology Program Handbook.
- Students are expected to ask questions when they don’t understand, ask the instructor to clarify concepts as necessary, work collaboratively, and encourage and support each other. There should be no competition between students in this class. We are all in this together!
- You should make connections with your fellow students, and you are encouraged to form study groups if this method of studying is helpful to you.
- It is important that you keep up with the reading, in order to take best advantage of what is presented in class.

**Special Needs Assistance:** I wish to fully include persons with disabilities in this course. Please let the Office of Disability Services know, as early in the semester as possible, if you need any special accommodations or support services. I will try to maintain the confidentiality of the information you share with me. However, I must receive a letter from Disability Services describing the specific services that I can use to assist you.

**University Policy on Scholastic Dishonesty:** Any student who commits an act of scholastic dishonesty is subject to discipline, including the possibility of failure in the course and dismissal from the University. According to University Policy, scholastic dishonesty includes but is not limited to cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. The University Policy will be strictly enforced in this class, and students will be held accountable for their actions. At the very least, cases of scholastic dishonesty will result in a grade of 0 for the assignment with no opportunity for resubmission, and will result in a report to the Office of Student Judicial Affairs.
## Tentative Course Schedule and Assigned Readings:
(may be modified as necessary)

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<td>Introduction and Overview of Course Requirements</td>
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<td>Fundamental Issues in Measurement</td>
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<td>Ethical Issues, Test Security</td>
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<td>NASP <em>Principles for Professional Ethics</em>, 2010</td>
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<td>In-class assignment: Silverlake exercise 39</td>
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<td>9/7</td>
<td>Psychometric Characteristics of Assessment Instruments: Reliability, Validity, and Error</td>
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<td>Readings: Thorndike &amp; Thorndike-Christ Ch. 4</td>
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| 4    | 9/21   | Measurement and Numbers              | **Giving Meaning to Scores**<br>**Interpreting Scores from Norm-Referenced Assessment** | Readings: Thorndike & Thorndike-Christ Ch. 2, 3  
In-class assignment: Silverlake exercises 13, 15, 16, 33  
Homework assignment: Silverlake exercises 19, 21 |
| 5    | 9/28   | Practical Issues Related to Testing  | **General Administration, Scoring, and Interpretation Considerations**    | Readings: Thorndike & Thorndike-Christ Ch. 6  
In-class assignment: Silverlake exercises 36, 37, 38  
Go over Homework assignment: Silverlake exercises 19, 21 |
| 6    | 10/5   | Assessment via Rating Scales, Clinical Interview, and Mental Status Exam | **Background Information and Developmental History**<br>**Behavioral Observations**<br>**Reports of Psychological Assessment** | Readings: Thorndike & Thorndike-Christ Ch. 11  
Excerpt from Sattler, 1998 (*Clinical and forensic interviewing of children and families*, pp. 53-60)  
Review for Midterm Exam |
<p>| 7    | 10/12  | Midterm Exam                         |                                                                         |                                                                         |</p>
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<td>Personality Assessment: Structured Personality Inventories, Projective Techniques</td>
<td>Thorndike &amp; Thorndike-Christ Ch. 14</td>
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<td>Homework assignment: Silverlake exercises 28, 31, 32</td>
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<td>11/2</td>
<td>Personality Assessment, continued</td>
<td>NEO-PI-R Professional Manual (in the Psychological Assessment and Consultation Center; you’ll need this to help you interpret the results of your NEO-PI-R self-assessment)</td>
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<td>Go over Homework assignment: Silverlake exercises 28, 31, 32</td>
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<td><strong>Due Date: Interview Assignment</strong></td>
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<td>11/9</td>
<td>Assessment and Diagnosis, DSM Classification System</td>
<td>Thorndike &amp; Thorndike-Christ Ch. 8</td>
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<td><strong>Due Date:</strong> NEO-PI-R Self-Assessment Report</td>
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<td>12/7 No Class – Official UTSA Student Study Day</td>
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</tr>
<tr>
<td>16</td>
<td>12/14 Final Exam: Tuesday, December 14th, 5:00 p.m. – 7:30 p.m.</td>
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</table>
EDP 5303 GRADE COMPUTATION SHEET  
Fall 2010

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>NEO-PI-R Self-Assessment Report</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
<td>15%</td>
<td></td>
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<tr>
<td>Interview Assignment</td>
<td>100</td>
<td>15%</td>
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</tr>
<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
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**FINAL GRADE**  _________