

Assessment Center Research Design and Development
Psychology 6300-002 Summer Seminar in Psychology
Tuesdays and Thursdays 10:30 am – 12:20 pm
Life Science Building Room 420

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Office Hours: Tuesday and Thursday 9:00 – 10:00am
or by appointment

Student Learning Outcomes

This course will cover Assessment Centers and Assessment Center Methods from diverse psychological perspectives. This course will be an intensive writing and reading course and thus it will help to develop student's skills and abilities in writing, critical thinking, and integration. Upon successful completion of this course students will be: a) able to explain (verbally & in writing) how Assessment Center processes can be used to select, evaluate, and develop people; b) able to describe (verbally & in writing) how Assessment Center processes can be used as research criteria in their area of interest; c) able to clearly communicate (verbally & in writing) which aspects of Assessment Centers have been researched and which have not; d) able to design and develop a scientifically grounded Assessment Center simulation; e) the co-author of white papers on how to develop an assessment center exercise, processes and/or component.

Required Texts

Thornton III, G. C. & Mueller-Hanson, R. A. (2003). *Developing Organizational Simulations: A Guide for Practitioners and Students*. Publisher: Lawrence Erlbaum
Thornton III, G. C. & Rupp, D. E. (2005). *Assessment Centers in Human Resource Management: Strategies for Prediction, Diagnosis, and Development*. Publisher: Lawrence Erlbaum
Additional chapters, journal articles, etc. will be required and/or assigned as the course progresses.

Communications

When communicating with faculty members and other professionals, all students are expected to communicate in a professional manner regardless of the communications media (phone, e-mail, face-to-face, etc.). Communications deemed inappropriate may not receive a response.

UT-Arlington provides all students with an official UT-Arlington electronic mail (e-mail) address. UT-Arlington and this instructor will use students' UT-Arlington e-mail accounts for official communication with students. All communications regarding this course will be sent to students' UT-Arlington e-mail accounts.

Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Library Information

Helen Hough is the Psychology Librarian. She can be reached at (817) 272-7429, and by email at hough@uta.edu. Students will also find useful research information for psychology at <http://library.uta.edu/>.

Americans with Disabilities Act (ADA)

If you are a student who requires accommodations in compliance with the ADA, please consult with the course instructor at the beginning of the semester. The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 -

The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity

This instructor demands that students maintain high standards of academic integrity. Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Any student who is found to have committed ANY act of academic dishonesty or scholastic dishonesty in relation to the assignments and requirements of this course will automatically receive a failing grade for this course. The failing grade for the course will be in addition to any University or Departmental sanctions deemed appropriate.

Assignments

Assignments must be written in a professional manner. The work turned in should be the student's best effort and ready to be submitted to a client organization. Students will be responsible for developing an assessment center for this course. The number of assessment center components developed will be evenly distributed across all students. Each student will be the lead developer on one assessment center component and is responsible for the timely completion of all deliverables for that component. Each student will be a contributing developer (co-developer) on two additional assessment center components.

Each assessment center component will include all materials required to ensure that the assessment center can be reliably administered, scored, and completed by a novice administrator and an inexperienced participant (assessee). All assessment center components must be integrated with each other and must be consistent in language, appearance, and difficulty. Each assessment center component must be accompanied with a narrative white paper explaining the resources utilized, the decisions made, the research and theory governing each decision, and potential shortcomings associated with each decision. The white paper must be written in a professional manner in accordance with the APA publication manual. In the appendix to the white paper, a brief review of potential methodological (and other) research questions (120 words or less for each research question) must be provided for each assessment center component. All materials must be delivered hard copy (paper) and electronic copy (MS Word).

At the conclusion of the course, each lead developer will orally present his or her team's work to the rest of the class as well as to outside reviewers (clients and/or journal reviewers). This presentation will only be given by the first author, and no visual aids will be permitted. The presenter is expected to know the content of the assessment center component and the research regarding it well enough to present the content unassisted. The duration of these presentations will depend, in part, on the number of assessment center components (and the number of students enrolled). Approximately 25% of the presentation time should be held for questions and comments.

The Instructor's Role

Throughout this course, the instructor will act as the client for whom the assessment center is being developed. As such the instructor's role will be to guide students by asking questions and, from time to time, by making requests. In discussions and deliberations, Socratic questioning may be employed to encourage students to delve into the content area and find answers for themselves. The instructor will not move the project forward. The responsibility for making satisfactory progress is that of the students.

Evaluation

Grading will be based upon the quality of the products produced by each student and the degree to which each student and his or her co-developers complete assignments in a timely manner. A portion (5 points) of your grade for each assessment center component will be based upon the ratings your collaborators provide regarding your performance. An additional portion (5 points) of your grade for each assessment center component will be based on the degree to which you contribute informed, worthwhile, professional, and competent input into group discussions. Grades for the course will be computed as follows:

Lead developer = 60 points (35 pts. assessment center component quality, integration, comprehensiveness, timeliness; 15 pts presentation; 5 pts. peer ratings; & 5 pts. informed discussion and participation)

Co-developer = 20 points (10 pts. assessment center component quality, integration, comprehensiveness, timeliness; 5 pts. peer ratings; & 5 pts. informed discussion and participation)

The course grades will be assigned as follows:

A	90 – 100 Points	C	70 – 79 Points	F	0 – 59 Points
B	80 – 89 Points	D	60 – 69 Points		

Class Attendance

Attendance is mandatory and promptness is expected. The instructor reserves the right to deny entrance into the class if students are late. The instructor also reserves the right to remove any student that disrupts the learning process. This includes but is not limited to students who demonstrate by their actions and words that they have not read the required material.

Students who drop this course must do so in accordance with the University of Texas at Arlington drop policy which can be found in the undergraduate catalog (<http://www.uta.edu/catalog/>).

Tentative Schedule of Topics

Date	Topic	Readings
5/27	Review syllabus ~ Change Syllabus Completely	Thornton & Rupp (2005)
5/29	No Class – Review new Syllabus – Reading time	Thornton & Rupp (2005) 1-6
6/03	Review and discuss Thornton & Rupp (2005) 1-6	Thornton & Mueller-Hanson (2003) 1-12
6/05	No Class – Reading time	Thornton & Mueller-Hanson (2003) 1-12
6/10	Review and discuss Thornton & Mueller-Hanson (2003) 1-12	Thornton & Mueller-Hanson (2003) 13-15, Thornton & Rupp (2005) 7-12, & Appendices
6/12	No Class – Reading time	Thornton & Mueller-Hanson (2003) 13-15, Thornton & Rupp (2005) 7-12, & Appendices
6/17	Review and discuss Thornton & Mueller-Hanson (2003) 13-15, Thornton & Rupp (2005) 7-12, & Appendices	
6/19	Develop, discuss, and assign assessment center components	
6/24	Present a list of relevant research and theory articles and discuss	All relevant materials
6/26	No Class – Research time (find additional research articles)	All relevant materials
7/01	Present outline of assessment center components and discuss	All relevant materials
7/03	No Class – Development time	All relevant materials
7/08	Progress report presentations and discussions	All relevant materials
7/10	No Class – Development time	All relevant materials
7/15	Progress report presentations and discussions	All relevant materials
7/17	No Class – Development time	All relevant materials
7/22	Progress report presentations and discussions	All relevant materials
7/24	No Class – ASSESSMENT CENTER COMPONENTS DUE	All relevant materials
7/28	No Class – PEER EVALUATIONS DUE	<i>Survey due</i>
7/29	Oral presentations and discussions	assessment center component
7/31	Oral presentations and discussions	assessment center component
8/05	Oral presentations and discussions	assessment center component
8/06	Final Exam - 10:30 am -12:30 pm	Not applicable
8/10	<i>UT-Arlington College of Science commencement 12:30 p.m. in Texas Hall</i>	