PSYCHOLOGY 5318

ASSESSMENT IN PSYCHOLOGY

FALL 2019

Syllabus

**Instructor:** Ollie J. Seay, Ph.D.

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**Class Times:** Mondays 6:30 – 9:20 p.m., UAC Bldg., Room 408

**Office Hours:** Mondays & Wednesdays 2:00 – 5:00 or by appointment. I also set aside Mondays 10:00-11:00 a.m. for e-mail consultation

**Textbook:** Miller, L.A. & Lovler, R.L. (2020). Foundations of psychological testing: A practical approach (6th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-5063-9640-8

**COURSE LEARNING OBJECTIVES:**

It is expected that students completing this course will demonstrate a basic understanding of psychological tests.

More specifically, the following content objectives provide examples of the kinds of questions and concepts you should be prepared to discuss in this course via your course exam, presentations and papers. Specific exam questions and requirements in the course paper will demand that you be able to provide relevant and accurate responses to questions regarding these content objectives:

1. Students will be able to describe basic uses of psychological tests.
2. Students will be able to define concepts of norms, standardization, reliability & validity with regard to psychological tests.
3. Students will be able to discuss theories of intelligence and how it is tested.
4. Students will be able to discuss methods of assessing special populations.
5. Students will be able to identify commonly used personality tests and how they are designed and administered.
6. Students will be able to discuss neuropsychological testing techniques.
7. Students will be able to describe popular occupational and career tests.
8. Students will be able to identify legal and ethical issues in testing.

The short list above is a good sampling of the concepts you will learn in this course. To keep track of your understanding of such issues, you will be expected to participate in class presentations and discussions, write papers, and answer questions on an exam on developmental disabilities.

**GRADES FOR THE COURSE:**

 Group Discussion Questions (10%) = 50 points

 1 Reaction Paper (10%) = 50 points

 Test Administration (10%) = 50 points

 1 Group Project (20%) = 100 points

 Midterm Exam (20%) = 100 points

Final Paper (30%) = 150 points

Total = 500 points

**GROUP DISCUSSION:**

All students are expected to have read the assigned readings for each class and be prepared to participate in class discussion of the material. You should be prepared to pose one question to the rest of the class about the readings in each class, so bring the question in writing to hand in. Starting with Class 2, you will get 5 points per question up to 50 points. After the first day of class, there are 11 classes (midterm exam day and October 21 excluded) for which you can bring a question to earn the points. There is no extra credit for more than 10 questions. I will use the Attendance feature on TRACS to count your questions.

**REACTION PAPERS:**

Topics for Reaction Papers will be announced in class with instructions posted on the TRACS Assignments page. Students will respond with 3 to 4-page double-spaced, typewritten papers describing how a topic affected them.

**TEST ADMINISTRATION:**

Students will practice administering the Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) with a partner in class and outside of class. Test kits will be assigned. Then, in class, I will observe portions of the testing, complete a rating form (50 points possible), and provide feedback.

**GROUP PROJECT:**

Students will divide into groups of 3 to 4 to propose the invention of a test. Each group will select a construct for measurement, devise sample items, and develop the proposal throughout the semester, paying special attention to the test construction concepts and properties introduced in the first few chapters of the textbook. While we will discuss this more thoroughly in class, the idea is that you would have a plan for determining test items and establishing reliability and validity. You do not have to design all questions or items for the test, but you should be able to provide several examples and your reasons for selecting these. You should also address the size and composition of the standardization sample with justification for your choices. Presentations on these projects will be on Final Exam Day. A minimum of 3 outside references (articles or book chapters) are required per student. At the time of the presentation, a 1-page summary of references should be done with APA style citations and distributed to the rest of the class. Your presentation should be at least 30 minutes in length, but not more than 1 hour. Division of labor, preparation, and presentation must be clearly shown among group members.

**MIDTERM EXAM:**

The Midterm Exam will cover material from the beginning of the course to the date of the exam. The questions will be a mix of multiple-choice and short answer.

**FINAL EXAM:**

The final will be a take home exam posted on the Assignments page in TRACS consisting of 6 questions worth 25 points each. The questions will require you to do some research through the Alkek online resources. Answers to each question should be a minimum of 1 page, double-spaced in length. These will be turned in to the Assignments page on TRACS by the date and time of the scheduled final exam.

**MAKE-UP POLICY:**

It is generally **NOT** my policy to give make-up exams or to accept late assignments. I do, however, realize that sometimes circumstances are beyond a student’s control. In such cases you **MUST** contact me prior to missing the exam/assignment or as soon after missing it as possible. Except in extreme circumstances, the missed exam/assignment must be made up within one week of the missed date during my office hours. All make-up exams/assignments will require an excuse with documentation.

**SPECIAL NEEDS:**

Any student who believes that he/she has a need for special accommodations should contact the Student Disabilities Office which is located in the Student Center. I will gladly comply with their recommendations regarding special accommodations for any student who may qualify.

**NOTE TAKING AND RECORDING POLICY:**

Please note that my lectures are my intellectual property and must not be posted online (except by me) or distributed in any other way (including written transcripts or "notes" formats) without written consent from me. Violation of these terms will be considered a breach of the university honor code, and violators will be penalized accordingly.

**ASSESSMENT STATEMENT:**

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

<http://www.psych.txstate.edu/about/assessment.html>

**PSYCHOLOGY DEPARTMENT STATEMENT ON ACADEMIC HONESTY:**

Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of education.

Texas State Policy: “Violation of the ‘Honor Code’ includes but is not limited to, cheating on an examination or other work, plagiarism, collusion and the abuse of resource materials.” (UPPS 07.10.01)

Psychology Policy: The study of psychology is best done in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include: (1) passing off others work as one’s own, (2) copying off another person during an examination, (3) signing another person’s name on an attendance sheet, (4) in written papers, paraphrasing from an outside source awhile failing to credit the source or copying more than four words in a sequence without quotation marks and appropriate citation. The Psychology Department faculty believe that appropriate penalties for academic dishonesty include an “F” in the course and/or prosecution through the Student Justice System.

During an exam a student may be asked to change seats if I observe any problem. This does not mean that you are being accused of cheating; rather I am trying to prevent a potential problem from occurring.

**MANDATORY REPORTING OF SEXUAL MISCONDUCT:**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct. Information about the Texas State Policy on sexual misconduct can be found at <http://www.txstate.edu/oea/Sexual-Misconduct--Title-IX-.html>

**UNIVERSITY POLICIES:**

Student Conduct: <http://www.dos.txstate.edu/handbook/rules/cosc.html>

Honor Code: - <http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>

**APPROXIMATE LECTURES & ASSIGNMENTS:**

**Classes begin Monday, August 26. Our class starts on Monday, August 26.**

**Class 1 –** August 26 – Introductions, Expectations & Getting to Know Assessment Issues

**NO CLASS SEPTEMBER 2 – LABOR DAY**

**Class 2 –** September 9 – What Are Psychological Tests?

**Read:** Chapter 1

**Class 3 –** September 16 – Why Is Psychological Testing Important?

**Read:** Chapter 2

**Class 4 –** September 23 – Ethical Responsibilities

**Read:** Chapter 3

**Class 5 –** September 30 – Interpreting Test Scores

**Read:** Chapter 4

**Class 6 –** October 7 – Reliability & Content Validity

**Read:** Chapters 5 & 6

**Class 7 –** October 14 – Criterion & Construct Validity

**Read:** Chapters 7 & 8

**Class 8 – October 21 – NO CLASS. DR. SEAY OUT OF TOWN.**

**REACTION PAPER #1 Due**

**Class 9 – October 28 – MIDTERM EXAM**

**Class 10 –** November 4 – Surveys; WAIS-IV introduced

**Read:** Chapter 9

**Class 11 –** November 11 – Test Development – in class observation of WAIS-IV administration

**Read:** Chapter 10

**Class 12** – November 18 – Assessing Psychometric Quality – in class observation of WAIS-IV administration

**Read:** Chapter 11

**Class 13 –** November 25 – Educational Testing – in class observation of WAIS-IV administration – Turn in WAIS-IV kits

**Read:** Chapter 12

**Class 14 – December 2** – Last Class – Clinical, Counseling and Organizational Use of Tests

**Read:** Chapters 13 & 14

**MONDAY, December 9 – 8:00 – 10:30 P.M. – GROUP PRESENTATIONS DURING OFFICIAL EXAM TIME**

**FINAL EXAM DUE BY 5:00 P.M. POST ON TRACS ASSIGNMENT PAGE**

I may change the dates for an assignment or exam, but I will contact you to let you know.