

Course Syllabus
PSYC 313: Psychology of Testing and Assessment
Spring 2019

Meeting time and place: LECTURES: 5:30 – 7:15 p.m. Mondays, Wednesdays in JRC LL 45
LABS: 7:30 – 9:15 p.m. Mondays in JRC LL 45

Instructor: Dr. Tonia Bock
AQU 313
Phone: 651-962-6039
Mail: I have a mailbox in JRC LL56 – you can leave with Julie Jepma or an EA
Email: tsbock@stthomas.edu

Office Hours: Mondays and Wednesdays 4:00-5:00 p.m.
and by appointment

Please note: I usually check email every day on the weekdays. I can usually answer questions via email and set up appointment times. Please know that I am more than willing to meet with you if you have any questions or concerns. *Do not hesitate to email or call me with questions or to set up specific meeting times with me.*

Course description: This course provides an overview of the principles of testing and measurement, particularly as they relate to the practice of psychology and education. The course examines the theories underlying individual and group-administered tests in such areas as intelligence, aptitude, achievement, interests, personality, neuropsychological and educational tests. Various controversial issues in the field of testing will also be addressed including ethics, bias, computer-based assessment, and testing of special populations. Counts toward fulfilling the Psychology major lab course requirement. Prerequisite: PSYC 212

More about this course: The first half of the course is spent learning the foundational concepts and principles in the area of testing. In the second half of the course, we learn about important psychological and educational tests. The primary objectives of this course are the following:

- Gaining a basic understanding of psychological testing (e.g., factual knowledge, methods, principles, theories)
- Learning to *apply* course concepts to situations involving psychological and educational testing
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view related to psychological and educational testing

The course requirements (described on pages 2 and 3) are based on these objectives.

Course format: This class will include a variety of teaching methods including lecture, small and large group discussion, individual and small group activities and projects, and student presentations. It is likely that you have learned some of the material before, but in different contexts (e.g., a statistics course, research methods course). Active participation in class is essential (see the participation portions of course requirements).

Textbook and readings:

Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed). Belmont, CA: Thomson Wadsworth.

We will also have additional required readings posted in Canvas.

COURSE REQUIREMENTS in brief

- | | |
|--|---------------------------|
| 1. Exams | 30% |
| 2. Participation in class & in team projects | 10% |
| 3. Development & analysis of your psychological assessment | 35% |
| 4. Class presentation on a psychological test | 10% |
| 5. Exam 2 construction & analysis | 15% of final course grade |

COURSE REQUIREMENTS in detail

1. Exams

30% of final course grade

There will be 2 exams during the semester. Exam 1 is worth 25% of your final course grade, and Exam 2 is worth 5%. You will be responsible for constructing part of the Exam 2 (see #5 below). Exam 1 is worth 25% because it covers critically important concepts that you will need to understand and apply for other projects (your psychological assessment project and your class presentation). Exam 2 is only worth 5% because there could be some flawed questions on the exam due to novices (you!) helping to construct part of it. The exams are intended to address two different course objectives: learning fundamental principles and theories of psychological testing, and learning to *apply* course concepts to situations involving testing.

2. Participation in class & in team projects

10% of final course grade

You will be working in teams this semester in a few different ways: (1) for non-graded in-class learning exercises and activities, (2) for part of the psychological assessment project (#3 below), and (3) for the class presentation and Exam 2 construction (#4 and 5 below). You will have the same team partner(s) (with rare exceptions) throughout the semester. Your team members will assess your participation, in terms of both frequency and quality. It is imperative that *each* team member makes consistently high quality contributions to each of your tasks and projects. Your team members and I will assess your contributions at the following times:

- 1 formative evaluation about 1/3 way into the course. This evaluation is NOT graded and is done so you can see how you're doing and whether you need to make any adjustments in terms of your contributions to the team. I will provide to you a summary of your group members' and my own evaluation of your participation performance.
- 2 summative evaluations: one about 2/3 way into the course and another at the very end of the course. These evaluations are the exact same as the formative, except that it is now part of your official and final grade for this portion of the course. I also reserve the right to adjust your group members' evaluations of you in the rare case that I think they were too tough or too lenient on you.

Attendance:

St. Thomas has an Excused Absence policy. Please keep in mind that attendance for this class is indirectly required through in-class activities with your team members, including but not limited to the multiple team projects throughout the semester. If you are not in class, you will make no contributions to your team's work that day and your team members will notice this (as will I) and take this into account in their assessment of your team participation. Your class attendance is also important because you may miss important lecture and lab material that is not covered in the textbook. I reserve the right to take attendance (both your presence and the timeliness of your presence) into account when determining final grades for all course requirements. *Please keep in mind that it is possible to earn a different grade from your team members on group projects if your attendance is a serious issue because your lack of engagement in the course likely negatively influenced the quantity and quality of contributions made to team projects.* If you know that you must miss class, please contact me ahead of time either by email (tsbock@stthomas.edu) or by phone (651-962-6039). You may also contact the Psychology Department Office (651-962-5030) if you are unable to reach me. I will be taking attendance at the beginning of every class to help me learn your names and to monitor absences.

IMPORTANT NOTE: If you miss class, it is your responsibility to find out what you missed that day, get class notes from someone else, and to obtain and complete any in-class assignments promptly.

3. Psychological assessment project

35% of final course grade

You and your team members will develop a unique psychological assessment that is within an area of psychology that your team finds interesting. In developing the new psychological assessment, teams have two options: (1) choose a psychological construct that the team finds interesting or (2) collaborate with PLACE (a non-profit organization focused on sustainable living) to create a meaningful psychological assessment for them.

For your validation study, you and your team members will research your chosen construct to discover what assessments already exist, create a new assessment, collect data (using Sona Systems, social media sites, or collaborating with PLACE) with your assessment and another assessment measuring the same construct, import and organize the data in SPSS, and carry out a series of analyses in SPSS. You will then create a poster, as a team, and present the poster either at the Minnesota Undergraduate Psychology Conference (**MUPC**) on **Saturday, April 27th** at Gustavus Adolphus College, or to PLACE on a different day if your team chooses to collaborate with them. The poster is worth 15% of your final course grade. As a team, you will also write a research

report that is an expanded version of your group's poster. Your team's research report is worth 20% of your final course grade.

The psychological assessment project addresses two different course objectives: learning to *analyze* and *critically evaluate* ideas, arguments, and points of view related to your psychological assessment; and learning to *apply* course concepts to your assessment. Your weekly lab tasks and homework for this project are in Canvas.

4. Class presentation on a psychological test

10% of final course grade

You and your team members will research an existing psychological test that I will assign to you (note: the topic and content of this existing psychological test that I assign to you is completely independent of the unique psychological assessment that you and your team members will construct and analyze for your psychological assessment project). Your team will present to the rest of our class a description and evaluation of your assigned, existing psychological test. Your team will research and present on the test developers; the history of the test's development; the test's use, theoretical foundation, and structure; and an evaluation of the reliability and validity evidence of the most recent version of the test. Your team presentation should be about 20 minutes long. I will act as a consultant and guide for your team in planning your class presentation. The information that you and your team members will present is directly tied to the next requirement, the Exam 2 construction and analysis.

Your class presentation addresses the course objective of learning to *analyze* and *critically evaluate* ideas, arguments, and points of view related to your psychological test. Your lab tasks and homework for this project are in Canvas.

5. Exam 2 construction and analysis

15% of final course grade

These are two different assignments that involve Exam 2 in our class: (1) your team's construction of a portion of Exam 2 questions and (2) your individual analysis of that exam.

- (1) Constructing a portion of the exam. Using test-construction guidelines that we'll read about and discuss at the end of the semester, you and your team members will develop both close-ended (i.e., selected-response) and open-ended (i.e., constructed-response) questions for Exam 2. You and your team members will construct exam questions based on the information from your class presentation (#4 above). This portion of the project involves the course objective of learning to *apply* course material. It is worth 5% of your final course grade.
- (2) Analysis of the exam. After everyone has taken Exam 2, I will grade it, privately communicate each of your performances on it, and then provide a copy of the exam and a file with anonymous exam data for you to analyze. You will analyze Exam 2 questions using the concepts and formulas we learn about at the end of the semester. You will complete this analysis on your own, without your team members. This exam analysis addresses two course objectives: learning to *apply* course material and learning to *analyze* and *critically evaluate* ideas, arguments, and points of view. This portion of the project is worth 10% of your final course grade.

At a later date, I'll provide more detailed instructions for both the construction and analysis of Exam 2.

EXTRA CREDIT OPTIONS:

I encourage everyone to complete the two extra credit options. In the past, students have found the exams in this course to be moderately to very challenging. To help boost your exam grade, I'm offering two extra credit options. You can complete up to 6 points of extra credit. These points will be added specifically to your Exam 1 grade (because it's weighted so much more heavily than Exam 2). If you received the full 6 points, it would be like receiving an 83 instead of a 77. Each of these options and the corresponding points each is worth are the following:

Option #1: Participating in a psychological study = 1 point for every half hour that you participate in a psychological study. You have the option of participating in studies taking place here in the psychology department at St. Thomas. You will be able to sign up for the studies *online* through Sona Systems. IMPORTANT NOTE: You will be using Sona Systems as a *researcher* in our course. You will need a different Sona Systems ID to be a *participant*. Please contact Julie Jepma (jepm2139@stthomas.edu) in order to organize a researcher Sona Systems ID and a participant Sona Systems ID. REMEMBER: If you sign up to be a participant in a study and do not show up for it without canceling your participation before the session begins, you will be penalized that amount of time (e.g., if you missed a 30-minute study and didn't cancel it beforehand, you would now be docked 1 point from the exam portion of your grade).

Option #2: Summarizing the 2019 MUPC Keynote Speaker's talk = 4 points. You must submit a short, typed paper (1-3 pages) that includes a summary of the Keynote Speaker's talk at MUPC (on Saturday, April 27th) and the most valuable take-home point or insight you gained from her/his talk. You have until the deadline of the Exam 2 analysis to turn this in.

GRADING

Final course grades will be based on the following standards:

A 94.50 – 100	B + 86.50 – 89.49	C + 76.50 – 79.49	D + 66.50 – 69.49	F 0 – 59.49
A - 89.50 – 94.49	B 83.50 – 86.49	C 73.50 – 76.49	D 63.50 – 66.49	
	B - 79.50 – 83.49	C - 69.50 – 73.49	D - 59.50 – 63.49	

ADDITIONAL RESOURCES

STUDENTS WITH SPECIAL NEEDS

Qualified students with documented disabilities who may need classroom accommodations should make an appointment with the Disability Resources office. Appointments can be made by calling 651-962-6315. You may also make an appointment in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

CENTER FOR WRITING: *Before you write, as you write, and after you write*

JRC 361

www.stthomas.edu/writing

(651) 962-5601

Peer consultants in the Center for Writing provide free individualized conferences at any stage of the writing process to share strategies for:

getting started	focusing and organizing your ideas
understanding the assignment	incorporating and documenting evidence
revising and editing	gaining confidence

Go to www.stthomas.edu/writing to:

- Make an appointment for face-to-face or online consulting
- Access APA, MLA, Chicago, and other formatting guidelines for your formal papers
- Find out how we work and how you can prepare for your appointment

Fall and Spring Semesters	Hours	Location	Appointments Recommended	Walk-Ins Welcome
Mondays – Thursdays	9am – 8pm	JRC 361; online	✓	✓
Fridays	9am – 12 noon	JRC 361; online		✓
Sundays	6pm – 9pm	OSF Library 1 st floor; online		✓
J-term and Summers	By appointment	JRC 361; online	✓	

If you need additional support in reading and writing in the English language, please contact English Language Consulting through the Center for Student Achievement in MHC.

Questions? Call (651) 962-5601 or email Dr. Susan Callaway at writing@stthomas.edu.

EDUCATIONAL ASSISTANTS (EA's) AND EVENING STUDY OPPORTUNITIES

The Psychology Department hires upper-division Psychology and Neuroscience majors to act as Educational Assistants (EAs) throughout the academic year. The EAs have had General Psychology (PSYC 111), Statistics (STAT 220), and Research Methods (PSYC 212), along with other advanced coursework in Psychology. They are available to answer questions concerning your Psychology classes, direct you to important resources, answer questions about life after college in Psychology, and provide help with homework, writing, library research, etc. They will hold moderated study sessions the evenings before exams for many lower-level Psychology classes. They will also hold tutorial sessions on key topics covered in PSYC 111 and PSYC 212. Keep your eye on the dry-

erase calendar across from the main Psychology office and the weekly Psychology Newsletter email if you're interested in attending these sessions.

EAs are stationed in JRC LL54 while on duty. They will maintain both daytime and evening hours throughout the semester. Hours will begin **Monday, February 18th**. Weekly hours will be posted outside JRC LL09 and LL54, but typically span Monday –Thursday 9am-9pm. As a result of the evening EAs hours, the Psychology department can serve as a great gathering place for group projects and papers. Computer labs (JRC LL09 and LL54) remain open until 9pm on the evenings of EA shifts. EAs are a great sounding board for projects, presentations, posters, and papers. If you are heading to a scientific conference, consider the EAs an extra set of eyes and ears for your poster(s) or oral presentation(s).

The EAs also maintain a series of online resources including information, tutorials, and links related to statistics, SPSS, key library resources, as well as a list of possible internships, ideas for life after college in Psychology, and tips for doing well in your psychology classes. Visit their website at: blogs.stthomas.edu/psychology

The current EAs are: Iesha Abbajebel, Ian Bonar, Mariah Glinski, Kristina Klein, Megan Lindloff, Noah Robinson, and Nicole Thayer. You can contact the EAs at psychologyea@stthomas.edu. If at any time you have questions, suggestions, or concerns about the EAs, or the support they provide, don't hesitate to contact your instructor, the EA supervisor (Dr. Sarah Hankerson, sjhank@stthomas.edu), or Ms. Julie Jepma (jepm2139@stthomas.edu).

GENERAL COURSE POLICIES

1. **Inclusive excellence:** For our course to be successful, everyone should feel they can contribute and learn in a supportive environment. To do such we will strive to build a class community – as a whole class as well as in each team – where each of us respects, includes, and thoughtfully engages with each other. While challenging the ideas and offering constructive feedback of our readings, myself as the instructor, and each other is encouraged, it should be done with respect and civility. We need to be sure that our words, actions, and work do not discriminate or create a hostile work environment in any context in our class. Each of us shares the responsibility for making our class and the university into a positive and better place to live, work, and learn.

2. **Phones & computers & other technology in the classroom:** Your technology devices must be turned off or silenced and stowed away for the entire class period. Technology devices (e.g., laptops, tablets, phones) are NOT to be used during class time ***unless it is solely for class purposes***. I may confiscate any technology device that is being used during class that is not relevant to the current class activity. I, along with many of your classmates, find that use of technology for personal reasons (rather than for a relevant class task) during class is distracting. I consider it to be ***rude*** and ***disrespectful*** to your team members, the rest of the class, and me. So please be respectful of my technology-use policy during class. I do not look kindly upon those who violate it. This is also a criterion of assessment for your participation in class – there are points allocated to this in the Peer Assessment rubric.

3. **Late assignments:** Any assignment that's received late ***without my prior approval*** will automatically be graded down by 10% for each day that it's late.

4. **Make-up exams:** Make-up exams will NOT be given, except for unavoidable emergency situations (e.g., family funeral, serious illness). In these cases, please contact me before the test. I will also need written evidence of your unavoidable emergency situation. Exams may be different (e.g., an essay exam) from the scheduled exam.

5. **Academic integrity:** St. Thomas has an academic integrity policy that explicitly defines cheating, fabrication, facilitating academic dishonesty, and plagiarism at the following website:

<https://www.stthomas.edu/catalog/undergradinfoandpolicies/bacinfoandpolicies/academicintegrity/>.

I take all of these forms of academic integrity very seriously and follow the line of action described in the above website when I detect a student engaging in it. I'm much more sympathetic to students who contact me expressing their struggles than to students who have already chosen a dishonest path.

- **IMPORTANT NOTE on academic integrity in my course:** When I have assignments that are to be turned in ***individually***, the work must be your own. I do not discourage working together on assignments; however, ***your work must be your own when turning in an individual assignment***. If I see 2 assignments with the same exact wording, I assume that cheating has taken place because I have no way of knowing which student did what amount of work.

COURSE SCHEDULE as of Feb. 9, 2019

NOTE 1: This schedule could change due to unforeseen circumstances. Any changes will be announced in class, by email, and/or on Canvas.

NOTE 2: The **bolded and italicized** readings signify two important messages: (1) you must complete the reading before the class session, and (2) you must bring the textbook/reading to the class session. Class activities that day will depend on having already completed the reading and will likely have you using your reading during the class session. Please also note that all readings listed on the Course Schedule must be completed; however, those that are in regular font do not have to be done before class, though I still strongly recommend doing so.

Date	Lecture Topic	Readings for lecture and lab	Assignments Due	Lab this week on Monday
M 2/4	Intro to course	Lab: Readings on Canvas	--	Week 1: Choosing a construct
W 2/6	Intro to psych testing	K & S ch 1	--	
M 2/11	Basic testing stats	K & S ch 2 Lab: Readings on Canvas	Lab: CITI Program certification if never completed	Week 2: Literature research
W 2/13	Correlation & regression	K & S ch 3	--	
M 2/18	Administering tests	K & S ch 7 Lab: Articles from your lit research	--	Week 3: Literature research (cont.) and outlining intro for Research Report
W 2/20	Reliability	K & S ch 4	--	
M 2/25	Reliability (cont.)	Lab: Reading on Canvas & articles from your lit search	--	Week 4: Constructing your psych assessment
W 2/27	Validity	K & S ch 5	--	
M 3/4	Validity (cont.)	Lab: Readings on Canvas (1 of them was assigned in previous class)	--	Week 5: Constructing your psych assessment (cont.)
W 3/6	Lab work- Constructing your psychological assessment (cont.)	Readings on Canvas	Assessment #1 of each of your team members	
M 3/11	Test bias	Reading on Canvas Lab: K & S ch for your class presentation	--	Week 6: Class presentation prep
W 3/13	Ethics in testing	Reading on Canvas	--	
M 3/18	EXAM 1	Lab: Readings from your lit research for class presentation	EXAM 1	Week 7: Class presentation prep (cont.)
W 3/20	Binet scales	K & S ch 9	--	
3/25-3/29	No class SPRING BREAK	** I encourage you to complete other PSYC 313 groups' studies for extra credit! **	--	--

Date	Lecture Topic	Readings for lecture and lab	Assignments Due	Lab Work that week (Monday)
M 4/1	Wechsler scales	K & S ch 10	Class presentation: Woodcock-Johnson	Week 8: SPSS data organization & preparation; MUPC submission; outlining Methods section for Research Report
W 4/3	Other & standardized tests in education	K & S ch 11 & 12	Class presentation: NEO or CPI	
M 4/8	SII interpretation & counseling psych.	K & S ch 16	--	Week 9: Data analyses and outlining Results section for Research Report
W 4/10	Lab work-Data analyses (cont.)	--	--	
M 4/15	Clinical & counseling applications	K & S ch 13 Lab: Readings on Canvas	Class presentation: WUCST	Week 10: Creating your poster
W 4/17	Projective personality tests	K & S ch 14	Class presentation: MBTI	
M 4/22	No class EASTER BREAK	--	--	Week 11: Finishing your poster
W 4/24	Lab work-Finishing your poster	--	Assessment #2 of each of your team members	
Saturday April 27	MUPC at Gustavus (if not collaborating with PLACE)	--	MUPC Poster Presentation	
M 4/29	Testing in health & I/O	K & S ch 17 & 18 Lab: Readings on Canvas	--	Week 12: Outlining Discussion section for Research Report
W 5/1	Catch-up and APA-style discussion	Readings on Canvas	--	
M 5/6	Constructing educational tests	Reading on Canvas	--	Week 13: Writing Exam 2 questions
W 5/8	Analyzing educational tests	Reading on Canvas	--	
M 5/13	Poster presentations for PLACE (if collaborating with them)	--	--	Week 14: Team appts for Research Report consultation
W 5/15	EXAM 2	--	EXAM 2 and Assessment #3 of each of your team members	
by noon on Friday, May 24 th	[Final exam week]	--	(1) Your team's Research Report and (2) your analysis of Exam 2	--

