



PSYCHOLOGICAL ASSESSMENT

PSYC 350 – Section 1

Spring, 2019 § Tu & Th 11:00 – 12:15 § Sci D217 § University of Wisconsin - Stevens Point

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Office: Science D231
Office Hours: M & Th 2:00 – 3:00, or by appt.
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I. Course Description

This course provides an overview of psychological assessment, including psychometrics, test construction, validation, clinical interviewing, and psychological tests. Specific categories of tests that may be covered include: intelligence tests, achievement tests, neuropsychological tests, psychosocial and behavioral instruments, career inventories, positive psychological instruments, personality inventories, and projective tests. The course format will include a combination of lectures, discussions, testing demonstrations, and group activities to facilitate student learning.

II. Prerequisites

This is an advanced course in psychology. Students are required to have taken PSYC 110 and either PSYC 300 or MATH 355 prior to enrollment in PSYC 350.

III. Required Text

Kaplan, R. M. & Saccuzzo, D. P. (2013). *Psychological Testing: Principles, Applications, & Issues* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

Note: Additional readings may be assigned throughout the course. Such readings will be handed out in class, made available on-line or through e-mail, and/or put on library reserve with advance notice.

IV. Course Objectives

The main goals for this course are focused on an improved understanding of what psychological assessment entails, and how the appropriate and responsible use of psychological assessments can have great utility in our everyday lives. By the end of the course, students will be able to accomplish the following objectives:

1. Understand basic psychometrics of existing instruments and those required in test construction.
2. Summarize the historical context behind the development of various assessments
3. Categorize and discriminate specific psychological tests and their primary uses.
4. Analyze and interpret basic findings from psychological tests/instruments.
5. Demonstrate an understanding of the basic components of a full comprehensive assessment

V. Class Expectations

- Attend *every* class and be *punctual*. Lectures include material not covered in the text.
- READ the material *before* each class. REVIEW material *after* class.
- Be *respectful* of others. Failure to do so may result in the student being asked to leave class. Side discussions between students, even in the back of the class, are very disruptive to others.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. Please make a habit of turning off ringers before class.
- Complete assignments and exams *as scheduled*. Communicate effectively regarding barriers.
- Take responsibility for your own learning *throughout* the semester. Don't expect extra opportunities at the end to raise your grade. Over-study at the beginning to ensure a good start.

VI. Course Resources

The syllabus and grades will be available on Canvas: <http://www.canvas.uwsp.edu> - Announcements, assignments, articles, study guides and powerpoint presentations may also be posted. Please consult the instructor if you cannot access this website.

VII. Attendance: By university policy, regular attendance is expected and required. Thus, I do not give additional points for simple attendance; you are expected to be in class, both in body and mind. You will see your grade negatively affected by repeated absences as class demonstrations and discussions may be incorporated into exams. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance may be the single most important factor under your control in determining your grade. Although I will not re-teach the material to you if you are absent, please let me know when you will miss class and ask a classmate to share notes if possible. University activities, religious beliefs, and military service are reasonable excuses but must be documented prior to absences according to university policy.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. See policies and instructions on the registrar's website regarding drop deadlines and procedures.

VIII. Make-up Exams and Late Assignments

Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. To qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam, b) contact the professor prior to the exam or within 48 hours of missing the exam, and c) schedule a make-up exam within one week of the missed exam. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Final grades of "incomplete" will be determined in the same way. Unless your situation is an emergency, you need to inform me about missing the exam BEFORE it occurs.

Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times. I will notify you of available times, and you will be expected to schedule during one of these times. Again, make-up exams should be completed within one week of the original exam date.

Canvas submission of all assignments is required to receive full credit (Do not email assignments). In the case of expected absence, you may submit your paper *prior* to class. Assignments not submitted prior to class will result in at least a 10% reduction in credit per day.

IX. Evaluation of Performance

Evaluation of student performance will be based on four exams, four quizzes, and two papers. These will total 580 possible points. Final grades will be calculated as a percentage of total points earned.

Exams: There will be four exams over the course of the semester. Exams will consist of multiple-choice questions and short answer questions. Each will be worth 100 points. The final exam will NOT be cumulative. Exams will be closed-book and monitored. Any student caught cheating will receive a score of zero on the exam, as per the academic integrity policy listed below. Without a documented and pre-approved excuse, students will not be allowed to enter the classroom once the exam has started. Instead a score of zero will be provided for late arrival on exam days.

Quizzes: To place value on the importance of regular attendance and keeping up with the readings, 4 quizzes will occur throughout the semester using Canvas. You will have a 48-hour window to complete each of these quizzes once announced. There will be no opportunity to earn these points once the quiz has closed. Attempts are made via email and in class to remind you of these quizzes, but ultimately it is your responsibility to make sure you do not miss a quiz. Take them right away to ensure last-minute emergencies don't prevent you from earning these easy points. These quizzes will focus on information from the previous class and information from the material that should have been read prior to class. Each quiz is worth 15 points.

Ethics Paper: Each student will be provided one ethical dilemma vignette. The assignment is to use supplemental readings to identify which ethical guideline(s) are relevant, and then to discuss considerations and conclusions as if you were part of an ethical review board. Details of this project will be included on Canvas, but the overall goal of the project is to gain understanding and insight into the ethical dilemmas that exist within assessment and to discuss with others in class to determine what actions should be taken based on the situation. Paper worth 30 points. Participation in discussion on **3/12/19** is worth an additional 10 points.

Mental Measurements Yearbook Comparison Paper: A very well-known and utilized resource in Psychological Assessment is the Buros Center for Testing's Mental Measurements Yearbook. This assignment is intended to introduce you to this resource as a fairly accessible way to understand the psychometrics, purpose, and use of a large number of assessment measures. Again, details of this paper will be included on Canvas, but the goal is to summarize, compare, and contrast two tests listed in the yearbook that are meant to assess a similar construct. This paper is worth 50 points. **Due 5/2/19.**

Participation: By university policy, regular attendance is expected and required. Thus, I will not give points for simple attendance; you are simply expected to be in class, both in body and mind. However, you will receive a participation grade, worth 30 points. This grade includes my estimation of your preparedness, your asking and answering of questions in lecture, your participation during discussion sessions, and your general attitude in the classroom. Participation grades will be lowered due to use of phones or other electronic devices for purposes outside of class, talking with others in side conversations, working on material not pertaining to the class, sleeping, or exhibiting other inappropriate classroom behavior. While exact points are determined at the end, representative participation grades are as follows.

30: Good to excellent: Spontaneous asking or answering of questions during lecture and discussions; showing evidence as a group leader and active contributor in group work; demonstrating preparedness

20: Some class participation but lacking in spontaneous asking/answering questions; Participation in group project but not as a leader; typically just doing the minimum of what is required.

10: Never to rarely speaking in group discussions or asking/answering questions in lecture; exhibiting a poor attitude toward learning or regularly a distraction in class.

X. Point Distribution

Point distribution for this course is as follows. Use this chart to keep track of your progress.

<u>Point Distribution:</u>	<u>Possible</u>	<u>My score</u>
Exam #1	100 pts	_____
Exam #2	100 pts	_____
Exam #3	100 pts	_____
Exam #4	100 pts	_____
Quiz #1	15 pts	_____
Quiz #2	15 pts	_____
Quiz #3	15 pts	_____
Quiz #4	15 pts	_____
Ethics paper/discussion	40 pts	_____
MMY Paper	50 pts	_____
Participation 1st half	15 pts	_____
Participation 2nd half	15 pts	_____
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Total:	580 points	_____

Total Points to Final Grade: A = 537 - 580(92.5-100%) A- = 519 - 536(89.5-92.4%) B+ = 502 - 518(86.5-89.4%) B = 479 - 501(82.5-86.4%) B- = 461 - 478(79.5-82.4%) C+ = 443 - 460(76.5-79.4%) C = 421 - 443(72.5-76.4%) C- = 403 - 420(69.5-72.4%) D+ = 386 - 402(66.5-69.4%) D = 345 - 385(59.5-66.4%) F = 0-344 (0-59.4%)

<p><i>Note: Extra credit will NOT be available in this course.</i></p> <p><i>Final grades of "Incomplete" will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities.</i></p>

XI. Students' Rights & Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. To ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document (link provided on Canvas) and is intended to help establish a positive living and learning environment at UWSP.

XII. Academic Integrity

Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students' work, and copying or paraphrasing material from sources (e.g., internet, articles, books) without using quotations or citations. Plagiarism will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. "Accidental plagiarism" – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the exam/assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14. A link to this document is provided on Canvas.

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

XIII. Accommodations and Disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. A link to UWSP's policy is provided on Canvas.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact the professor at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center. A link to the Center's webpage is provided on Canvas.

XIV. Extra Assistance or Tutoring

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact the ADA in the Psychology Department, 715-346-2883).

XV. Title IX Disclaimer

Given the nature of this course, any disclosure of unreported neglect, physical, or sexual abuse of a child made to a University instructor must be reported to the appropriate administrative or law enforcement officials. Instances of the sexual assault of an adult must also be reported to the University under the Clery Act.

XVI. Mandatory Reporting of Illegal Acts

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

XVII. Emergency Responding

In the event of a medical emergency call 911 or use Red Emergency Phone (located outside D230 Science). Offer assistance if trained and willing. Guide all emergency responders to the person in need.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of the Science Building (by the Health Enhancement Center). Notify instructor or emergency command personnel of any missing individuals.

In the event of an Active Shooter – Run/Escapes, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures at UW-Stevens Point.

Tentative Course Calendar – Spring, 2019

Wk	Date	Topic (s)	Reading	Assignment/Quiz
1	Tu 1/22 Th 1/24	Syllabus and Intro to Psych Assessment	Chapter 1	
2	Tu 1/29 Th 1/31	Norms and Basic Statistics for Testing	Chapter 2	
3	Tu 2/5 Th 2/7	Correlation and Regression	Chapter 3	2/7: QUIZ #1 (closes 2/9)
4	Tu 2/12 Th 2/14	Exam #1 Reliability	EXAM DAY Chapter 4	
5	Tu 2/19 Th 2/21	Finish Reliability/Begin Validity Validity	Chapter 4/5 Chapter 5	2/21: QUIZ #2 (closes 2/23)
6	Tu 2/26 Th 2/28	Test Development	Chapter 6	
7	Tu 3/5 Th 3/7	Test Administration	Chapter 7	
8	Tu 3/12 Th 3/14	Ethical guidelines (Part of grade will be based on participation in discussion) Exam #2	Supplemental EXAM DAY	3/12: Ethics paper due
SPRIG BREAK				
9	Tu 3/26 Th 3/28	Binet scales & other theories of Intelligence	Chapter 9	
10	Tu 4/2 Th 4/4	Wechsler Intelligence Scales	Chapter 10	
11	Tu 4/9 Th 4/11	Clinical/Counseling Assessment	Chapter 13	
12	Tu 4/16 Th 4/18	Personality Assessment Exam #3	Chapter 13 EXAM DAY	4/16: QUIZ #3 (closes 4/18)
13	Tu 4/23 Th 4/25	Neuropsychological Assessment	Chapter 17	
14	Tu 4/30 Th 5/2	Neuropsychological Assessment Educational Assessment	Chapter 17 Chapter 11	4/30: QUIZ #4 (closes 5/2) 5/2: MMY Paper Due
15	Tu 5/7 Th 5/9	Educational Assessment	Chapter 11	
Exam #4 (Final) – Chapters 11, 17 WED, 5/15/19 8:00 – 10:00 AM D217				

*This calendar is subject to change based on the instructor's discretion. All modifications will be announced in class and placed on Canvas. It is the responsibility of the student to stay informed of changes.