PSYC502

Course Summary

Description

Course Description: This course serves to introduce students to the topic of psychological testing. In addition to describing the various types of psychological testing, it will also provide information about test design and construction, administration and scoring, and reliability and validity. Pre-requisite: PSYC 501 Research and Statistical Methods

Course Scope:

This course covers the history of psychological test development, testing design and construction, and administration and scoring methods.test

Objectives

1. Investigate the contributions made by the early founders of testing,
2. Examine ethical and legal issues associated with testing
3. Apply concepts of content, criterion, incremental, and construct validity
4. Examine the purpose, format and application of traditional and alternative cognitive measures
5. Articulate principles of observation and interviewing techniques.
6. Critique the purpose, strengths and limitations of common objective personality measures (e.g., 16PF, MMPI-2, etc.)
7. Examine the purpose, strengths and criticisms of projective assessment techniques (e.g., Rorschach, Thematic Apperception Test, etc.)
8. Demonstrate APA style and writing skills appropriate for graduate level work

Outline

Week 1:

Learning Outcomes

- Assess the contributions made by the early founders of testing
- Characterize the major ways tests can be classified
- Explore the possible uses of tests

- Articulate the ethical concerns related to the use of tests

Required Readings

Chapters 1 and 2

Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological testing and assessment* (12th ed). Boston: Pearson Education Group, Inc.

- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct. Retrieved from http://apa.org/ethics/code/index.aspx
- Clay, R. (2014, December). APA releases new testing standards: The revised standards for educational and psychological testing emphasize fairness in testing practices [Article]. Retrieved from http://www.apa.org/monitor/2014/12/testing-standards.aspx
- Public Briefing Standards for Educational and Psychological Testing: Essential Guidance and Key Developments in a New Era of Testing. Retrieved from http://mp125118.cdn.mediaplatform.com/125118/wc/mp/4000/5592/5599/39268/Archive/default.htm

Assignments

- Review Lesson
- Forum
- Assignment: Pillars of Assessment

Week 2:

Learning Outcomes

- Characterize examiner duties before and during testing
- Evaluate strategies for improving test scores, what is meant by "testwiseness," and how to counter it
- Formulate strategies for minimizing error in essay tests, strategies for scoring objective tests, scoring weights for multiple-choice tests, corrections for guessing, strategies for scoring oral tests, and weighting final scores
- Characterize the concepts and identify the strategies for selecting items based on internal consistency, including item difficulty (item difficulty index or p) and the ability to discriminate between groups (item discrimination index or D)

Required Readings

Chapters 3 and 4

The National Center for Fair & Open Testing (FairTest)

Assignments

- Review Lesson
- Forum 2

Week 3:

Learning Outcomes

- Articulate the concept of reliability and calculate different types of reliability (test-retest, parallel forms, split-half, Kuder-Richardson, coefficient alpha, and inter-scorer reliabilities)
- Calculate the standard error or measurement
- Articulate the concept of validity and apply concepts of content, criterion (concurrent and predictive), incremental, and construct validity (including convergent and divergent)

- Articulate the purpose of the standard error of estimate
- Evaluate the use of tests in personnel decision making, including factors that affect predictive accuracy and the use of multiple cutoffs and multiple regression

Required Readings

Chapter 5

- Society for Industrial Organizational Psychology. (n.d.). Employment testing. Retrieved http://www.siop.org/Workplace/employment%20testing/employment_testing_toc.aspx
- Testing and Assessment: An Employer's Guide to Good Practices
- www.onetcenter.org/dl_files/empTestAsse.pdf

Assignments

- Review Lesson
- Forum
- Assignment: Competency Based Interviewing

Week 4:

Learning Outcomes

- Examine three major categories related to the theories of intelligence
- Characterize the applications of intelligence testing
- Evaluate the format, and purpose of the Stanford-Binet and Wechsler intelligence scales
- Evaluate the utility of special-purpose, nonverbal intelligence tests
- Characterize the major group intelligence and abilities tests

Evaluate demographic research of gender, size, birth order, socioeconomic status, urban-rural region, education, teacher expectation, and ethnicity-race as variables related to intelligence

Required Readings

Chapters 6 and 7

Why our IQ levels are higher than our grandparents' https://youtu.be/9vpqilhW9uI

Why Standardized Testing Fails: Bob Sternberg at TEDxOStateU https://youtu.be/otlmKZeNi-U

Do standardized tests matter? Nathan Kuncel at TEDxUMN https://youtu.be/Gv_Cr1a6rj4

Assignments

Review Lesson

Forum 4

Week 5:

Learning Outcomes

- Evaluate the utility of neuropsychological assessment
- Articulate problems associated with evaluating infants and young children
- Articulate the underlying constructs and use of infant development scales
- Characterize the following disorders: head injury, brain tumors, cerebrovascular disease, dementia, and exposure to toxic substances
- Articulate the purpose of standardization and accountability in achievement testing

- Compare norm-referenced and criterion-referenced measurements
- Articulate major considerations in selecting a standardized achievement test

Required Readings

Chapters 8 and 9

Assignments

Review Lesson

Forum 5

Week 6:

Learning Outcomes

- Formulate a clinical definition of personality
- Characterize the precursors to personality theory: phrenology, physiognomy, graphology, and the word-association test
- Evaluate the major theories of personality: type, trait, psychodynamic, phenomenological, social learning, and empirical
- Assess the uses and misuses of personality assessment: ethical problems and interpreting data
- Characterize applications of personality assessment
- Articulate contemporary issues and controversies in personality assessment

Required Readings

Chapter 14

Assignments

Review Lesson

Forum 6

Week 7:

Learning Outcomes

- Articulate principles of observation, including critical incidents, incident sampling, time sampling, participant observation, and content analysis
- Evaluate the use of biographical data in psychobiography and employment selection
- Evaluate the utility of behavioral assessment methods
- Characterize issues related to truthfulness, reliability, and validity
- Articulate the underlying constructs and administration of objective personality measures

Required Readings

Chapter 15 and 17

Assignments

- Review Lesson
- Forum 7
- Assignment: Test Critiques

Week 8:

Learning Outcomes

• Evaluate the utility of a variety of projective techniques, including the Rorschach test, sentence-completion procedures and projective drawings, and the Thematic Apperception Test
• Characterize the criticisms of projective assessment

Required Readings

Chapter 18

Assignments

Review Lesson

Forum 8

Evaluation

General Assignment Expectations:

It is expected that graduate students will exhibit advanced level critical thinking; the ability to synthesize multiple sources of information, writing skills and academic integrity in all course activities. With the exception of discussion forum posts, assignment submissions completed in a narrative essay or composition format may not be written in first or second person ("I" or "you"). All writing must follow the citation and reference style established by the *Publication Manual of the American Psychological Association, 6th edition* (2009), in size 12 Times New Roman or Arial font, double-spaced with 1" margins on all sides of the page and include a cover page with the following centered vertically and horizontally: Student Name, Date of Submission, Assignment Title, Course Name and Professor Name.

With the *rare* exception of briefly quoting specific statistical research findings, in which case the publication's author and year date of publication must be properly cited with quoted material placed inside quotation marks, all paper content based on published material must be paraphrased (i.e., summarized in the student's own words) with correct source citations properly formatted in APA style. Copying of any kind and/or failure to source credit will result in an assignment score of zero with any repeat instances causing a failing course grade without option for revision and resubmission.

The website http://owlenglish.purdue.edu/owl/resource/560/01/ is an excellent, easy to understand resource for APA Style formatting and source citation.

Unless otherwise instructed for individual assignments, students *may not* use encyclopedias, such as Wikipedia or Encarta, dictionaries, blogs, opinion slanted news media outlets, Ask.com, About.com, WebMD or other commercial websites, and only scholarly, peer-reviewed journals, vetted government reports, or other reliable, scholarly sources must be used for assignment completion.

GRADED COURSEWORK

Forums

Weekly dialogue with classmates based on engagement with assigned course readings and/or related multi-media will take place in the online classroom on designated forums. While designed to promote lively discourse within a community of fellow learners, the dialogues are academic in nature and require a scholarly orientation.

ASSIGNMENTS

There are three assignments in this course due in Weeks 1, 3 and 7. For each assignment, please ensure

that your work is in APA format, with size 12 font, double spaced with 1 inch margins, and includes a title page and reference page. Each assignment should integrate a minimum of three supportive scholarly citations and references to support content and conclusions. Please proofread for grammar and spelling.

Pillars of Assessment (Week 1)

In this assignment, you will be examining the relationship between Sattler's pillars of assessment and how they apply to professional practice. Imagine that you are working as a psychologist. Develop a scenario where you might see a client for testing. The testing may be forensic, educational, clinical, or occupational.

Part A: Using Sattler's pillars of assessment, explain how you would proceed with the testing process.

Part B: Identify at least three ethical guidelines that you will need to consider in the assessment process and give a specific example for each of these issues (such as confidentiality, informed consent, competency, etc.).

Competency Based Interviewing (Week 3)

In this assignment, you will be evaluating the use of a selection tool and developing your own questions to improve the tool. Imagine that you are working as an Industrial Organizational (I/O) Psychologist involved in the selection of managers. The current selection includes a competency based interview. Please evaluate the current interview questions.

Part A: For each of the listed questions, explain whether or not the question is relevant to the competency it is supposed to measure. Each response should be a minimum of 150 words per question and should integrate concepts from the course reading and scholarly resources.

Part B: For each competency, identify two alternative interview questions and provide a rationale for why they were selected. Your explanation should be a minimum of 150 words per question and should integrate concepts from the course reading and scholarly resources.

Test Critique (Week 7)

In this assignment, you will be critiquing two psychological tests, a personality test and an intelligence test. You will be critiquing the following categories for each test: General Test Content, Technical Format, Test Strengths and Weaknesses, and Multicultural Applications of the test. You will need to submit a worksheet for each test. The length requirements are listed in each section.

Grading:

Name	Grade %
Assignments	68.00 %
Pillars of Assessment Paper	20.00 %
Competency Based Interviewing	20.00 %
Test Critique	28.00 %
Forums	32.00 %
Week 1 Forum	4.00 %
Week 2 Forum	4.00 %
Week 3 Forum	4.00 %
Week 4 Forum	4.00 %
Week 5 Forum	4.00 %
Week 6 Forum	4.00 %
Week 8 Forum	4.00 %
Week 7 Forum	4.00 %

Materials

Book Title: Psychological Testing and Assessment, 12th ed. (custom)- (The custom ISBN may have more competitive pricing in hard copy or electronic format. The non-custom ISBN is: 9780205457427, please use this one to search for the book from other booksellers.)

Author: Aiken, Lewis R. / Groth-Marnat, Gary

Publication Info: Pearson

ISBN: 9781269718707

Course Guidelines

Citation and Reference Style

Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.

Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities —only attribution of sources (please see details regarding forum communication below).

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic

dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

"Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.