

Psychology of Testing
PSYC 4337

<u>Class Information</u>	<u>Instructor Information</u>
Term: Spring, 2009 (January 21 – May 11, 2009) Time: Monday, Wednesday, & Friday (10:00 – 10:50 a.m.) Location: LS Building, Room 101 Credit hours: 3 Websites: www.scielzo.com , www.uta.edu/faculty/scielzo	Shannon Scielzo, Ph.D. Office Hours: Mondays, 11a.m.-12:00 p.m., and by appointment. scielzo@uta.edu 817-272-5464

Required Text and Exercise Manual:

Cohen, R. J. & Swerdlik, M. (2005). *Psychological Testing and Assessment: An Introduction To Tests and Measurement (6th ed.)*. McGraw-Hill: New York.
ISBN: 0072887672

Cohen, R. J. & Swerdlik, M. (2005). *Exercises in Psychological Testing and Assessment*. McGraw-Hill: New York.
ISBN: 0073129100

Textbook Website:

http://highered.mcgraw-hill.com/sites/0072887672/information_center_view0/overview.html

Course Description:

Welcome to the study of Psychological Testing! As indicated in the official course description, “The student will become familiar with a wide variety of both group and individual tests, through the experience of actually taking, scoring, and interpreting tests. Statistical interpretation will be emphasized in terms of validity, reliability, objectivity, item analysis, correlation, and other pertinent criteria”.

Course Presentation:

This is a relatively applied course that attempts to teach the basics of psychological testing through hands-on projects, group collaboration, and active participation in class lectures. Thus, in order to maximize learning in this course it is important that everyone participates in class discussion, such as by contributing personal examples or ideas, and by asking questions. It is imperative that the values, questions, and comments presented by other individuals in this classroom be respected. Every individual will bring with him/her unique and diverse perspectives from which we can all benefit.

Course Prerequisites:

Psychology 1315 and 2441 or permission of instructor.

Course Objectives:

This course is designed to provide an overview of psychological testing, and provide students with the basic skills necessary to evaluate the merits of psychological tests and the interpretations of inferences from these measures. Moreover, students should obtain a basic foundation in understanding test development. The material will cover research, theories, and applications of a wide range of psychological testing concepts.

Assessment of Progress Toward Objectives:

Attendance and participation in class:	10% of total grade
Two exams/Final exam	30% of total grade
Individual projects	20% of total grade
Homework assignments	20% of total grade
Quizzes	10% of total grade
Group projects	10% of total grade

Overall Course Evaluation:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

Class Attendance and Participation:

On-time class attendance 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. Attendance will be periodically monitored.

Make-up exams will only be allowed for extreme circumstances (e.g., hospitalization, family emergency, imprisonment), and will consist of completion of an assignment deemed commensurate or more difficult by the instructor (e.g., a 10 page essay on an assigned topic for a missed chapter exam). It is your responsibility to contact the instructor regarding make-up assignments. If you must miss a class for a religious holiday/purpose or require special accommodation due to a learning disability, please let me know at your earliest convenience.

In class, it is expected that you participate in discussions and group projects, as well as be able to answer/ask questions about concepts you have read. You will be informed if/when you are at risk for not receiving full participation points and provided with suggestions for improvement.

Exams:

Two exams will be given throughout the semester, in addition to a comprehensive final exam, to monitor your understanding and learning of the material covered in class. Thus, three exams in total will be given, with the lowest exam grade being dropped, resulting in each of the 'retained' exams being worth 15% of your total grade. Exams will consist of a variety of assessment methods (e.g., essay questions, multiple choice). Test material will be obtained from both the class readings and class lectures.

Individual Projects:

Several mini-projects to be completed individually will be assigned during the course of the semester that will help integrate the topics that we are covering in class. These assignments will be averaged, and the overall grade will count for 20% of your final grade.

Homework Assignments:

Exercises will be selected from the exercise manual for completion between classes. These exercises will again be averaged across assignments, and will count for 20% of your final grade.

Quizzes:

Quizzes will be periodically administered to assess student learning. These grades will be averaged, and account for 10% of your final grade.

Group Projects:

Several projects will be completed collaboratively with class members assigned by the instructor. Group project grades will be averaged across assignments, and the overall group project grade will count for 10% of your final grade.

Extra Credit Opportunity:

Up to five points of extra credit (toward final grade) can be earned for participating in Sona research studies. Specifically, by participating in experiments conducted by department faculty and their research assistants, you should be critically evaluating the instruments that are being used to obtain data while participating (and in turn should obtain a better understanding of psychological testing).

Please contact me for alternative/additional opportunities for extra credit.

Student Code of Conduct:

Students who engage in any activities that lead to classroom disruption may be directed to leave the class, may be withdrawn from the class, receive a disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Americans with Disabilities Act:

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 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new 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 accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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.

Drop for Non-payment of Tuition:

If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Withdrawal Deadline: The last day to drop this class without academic penalty is April 3rd.

Syllabus Changes: I reserve the right to make changes to this syllabus or course schedule according to the learning needs of the class.

Your Success! As a final note, it is very important to me that you succeed in this course. I hope that you enjoy this course, successfully complete it, and benefit from the concepts that you learn from it in the future. Please contact me with any concerns or problems that you may have.

Tentative Course Schedule

<i>Date</i>	<i>Topic</i>	<i>Chapters</i>
1/21, 1/23	Psychological Testing and Assessment	Chapter 1
1/26, 1/28, 1/30	Historical, Cultural, and Legal/Ethical Considerations	Chapter 2
2/2, 2/4, 2/6	A Statistics Refresher , 2/4 – Census Date	Chapter 3
2/9, 2/11, 2/13	Of Tests and Testing	Chapter 4
2/16, 2/18, 2/20	Reliability	Chapter 5
2/23, 2/25, 2/27	Validity, 2/27 Exam 1 (Chapters 1-6)	Chapter 6
3/2, 3/4, 3/6	Test Development, 3/3 Drop-date	Chapter 7
3/9, 3/11, 3/13	Intelligence and its Measurement	Chapter 8
3/16, 3/18, 3/20	STUDY! No class - Spring break	
3/23, 3/25, 3/27	Tests of Intelligence	Chapter 9
3/30, 4/1, 4/3	Preschool and Educational Assessment	Chapter 10
4/6, 4/8, 4/10	Personality Assessment	Chapters 11/12
4/13, 4/15, 4/17	Clinical and Counseling Assessment, 4/17 Exam 2 (Chapters 7-13)	Chapter 13
4/20, 4/22, 4/24	Neuropsychological Assessment and the Assessment of People with Disabilities	Chapters 14/15
4/27, 4/29, 5/1	Assessment, Careers, and Business	Chapter 16
5/4, 5/6, 5/8	Special Topics - <i>Final Review Week</i>	
5/11	<i>Final Exam 8:00 a.m. - 10:30 a.m.</i> http://www3.uta.edu/registrar/FinalSpring2009.asp	Chapters 1-16