

PSYCHOLOGY 304: PSYCHOLOGICAL TESTING AND MEASUREMENT

Fall 2009 – Section 005 (Evening)

Tuesdays

Class: 5:00pm – 6:45pm in 343 MARB; Lab: 7:00pm – 7:50pm in 112 SWKT

Instructor: Michael Larson, Ph.D.
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Office Hours: Tuesdays 3:30 to 4:30pm
or by appointment

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Required Texts:

1. Kaplan, R. M., & Saccuzzo, D. P. (2009). *Psychological testing: Principles, Applications, and Issues (7th ed.)*. Belmont, CA: Wadsworth/Thomson Learning.
2. American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. New York, NY: American Psychological Association.

Course Objectives:

1. Help students become informed regarding psychological testing and measurement.
2. Provide students the foundation of core skills needed to continue in/successfully complete, the psychology major.
3. Assist interested students to prepare themselves for graduate-level study in the social sciences by furnishing them with a solid introduction to the theory and practice of psychological testing.

Expected Learning Outcomes:

Each BYU program has developed a set of expected learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the psychology major go to https://learningoutcomes.byu.edu/wiki/index.php/Psychology_BS#Expected_Learning_Outcomes>. We welcome feedback on the expected learning outcomes. Comments or suggestions can be sent to FHSS@byu.edu>.

BlackBoard:

All important course materials will be posted to BlackBoard and can be accessed via your regular Route Y account. Please check BlackBoard regularly in order to make sure you are current on assignments, grades, and other aspects of the course. Please ensure that communications sent via Blackboard are directed to your current valid email address.

FHSS Computer Labs:

Assignments which require SPSS can be completed in the SWKT computer labs 102, 105, 109, 112.

Course Requirements:

Class Attendance: Attendance is required as we will be dealing with issues and examples not necessarily covered in the text. To help ensure attendance, quizzes will be used. Seventeen quizzes (worth 10 points each) will be administered throughout the semester covering the text, discussion, or assigned readings. The lowest two quiz scores will be thrown out. I will learn your names and expect you will answer questions and offer comments on the material.

Lab attendance is required. Attendance will be taken and will be worth 5% of your final grade. You have the opportunity to do much of your project in lab. The more engaged you are, the lighter the out-of-class load will be. If problems exist, please talk (in advance) to the graduate instructor working with your lab section.

Class Preparation: I expect that you will read the material, as listed in the course schedule, *prior to class*. This is expected so you will better understand the topic and in order for us to have more productive discussions in class. This will also help you better understand and retain the material. I have found that students find it easier

to glean the most important information when they bring the PowerPoint slides to class in paper or electronic form. In addition, in order to complete the assignments you may need a calculator with a square root function, memory storage (e.g. flashdrive, floppy disk, etc.), and signature card funds to print on campus. If you miss class, please (a) speak to your graduate instructor or myself and obtain notes from at least one trusted classmate, (b) check BlackBoard for any newly posted material, and (c) attend office hours for additional clarification when needed.

Exams: Exams will cover the readings, lectures, class discussion, practice exercises, lab exercises, and other areas as determined by the instructor. Exam format will be discussed in class prior to each test and may include multiple choice, matching, short answer, and essay responses. All exams will be administered at the Testing Center (<https://testing.byu.edu>) and must be taken during the dates indicated on the course schedule. Study guides will be provided for each exam. I encourage you to form study groups to work on assignments and review exam material. This will help you in this class and create a model for effective study in graduate/medical school. I also encourage you to contact me or the graduate instructors for help when needed. There will be no test make-ups except under extreme conditions that require prior approval. Cheating of any kind will result in a lowered grade and other University sanctions. My door is open to discuss concerns before and after exams.

Course Project – Test Development: The best way to evaluate performance and learning is across domains and not solely through examinations. Thus, you will participate in a series of assignments that will allow you to actively apply the concepts learned in this course. The project will done in triads so carefully select with whom you will work as you will share the same grade. This project is worth 30% of your grade and is composed of smaller assignments, each of which addresses important aspects of research and writing. You and your group will conceptualize and develop a psychological test, write items for the test, collect and analyze data, and provide a brief written summary of the results of an item analysis. This process will be completed over the entire semester, and each group will complete a final polished paper as outlined below. The assignments, including due dates, are covered in greater detail in lab materials:

- (a) Assignment 01: Article Review
- (b) Assignment 02: Introduction and Topic Proposal
- (c) Assignment 03: Question Domain
- (d) Assignment 04: Test Administration and Methods
- (e) Assignment 05: SPSS Analysis and Results
- (f) Assignment 06: Discussion
- (g) Assignment 07: Abstract
- (h) Assignment 08: Rough Draft (Peer Review)
- (i) Assignment 09: Writing lab
- (j) Assignment 10: Presentation
- (k) Assignment 11: Final Paper
- (l) Assignment 12: Group Ratings of Participation

Grading Policy:

Your grade will be calculated on the number of points you earn from examinations, attendance, assignments, and group project divided by the total number of points possible. A general rule of thumb for undergraduate college courses is "2-3 hours of study out of class for every hour in class". A 'C' is an acceptable grade and a 'B' a very good grade, while an 'A' represents an outstanding level of accomplishment even in comparison with peers who are often excellent students. We will award grades of C-, D, UW, or E only after individual consideration concerning whether the student’s performance in the course merits such a grade.

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|----|----------|------------|----|---------|------------|
| A | 940-1000 | 94.0-100% | D | 550-599 | 55.0-59.9% |
| A- | 900-939 | 90.0-93.9% | D- | 500-549 | 50.0-54.9% |
| B+ | 880-899 | 88.0-89.9% | E | 499 & > | 49.9 & > % |
| B | 830-879 | 83.0-87.9% | | | |
| B- | 800-829 | 80.0-82.9% | | | |
| C+ | 750-799 | 75.0-79.9% | | | |
| C | 700-749 | 70.0-74.9% | | | |
| C- | 650-699 | 65.0-69.9% | | | |
| D+ | 600-649 | 60.0-64.9% | | | |

| | Points Possible | % of Grade |
|--|------------------------|-------------------|
| Exams | 500 | 50% |
| Exam I | 150 | |
| Exam II | 150 | |
| Final Exam | 200 | |
| Course Project | 300 | 30% |
| Assignment 01: Article Review | 5 | |
| Assignment 02: Introduction and Topic Proposal | 25 | |
| Assignment 03: Question Domain | 15 | |
| Assignment 04: Test Administration and Methods | 20 | |
| Assignment 05: SPSS Analysis and Results | 20 | |
| Assignment 06: Discussion | 25 | |
| Assignment 07: Abstract | 5 | |
| Assignment 08: Rough Draft (Peer Review) | 10 | |
| Assignment 09: Writing Review | 15 | |
| Assignment 10: Presentation | 25 | |
| Assignment 11: Final Paper | 100 | |
| Group Ratings of Participation | 35 | |
| Quizzes (In Class) | 150 | 15% |
| Lab Attendance | 50 | 5% |
| TOTAL | 1000 | 100% |

BYU Policies:

Academic Dishonesty: All students sign the honor code which obligates them to not engage in plagiarism or cheating; clear instances of cheating on exams or plagiarism on papers will be noticed and due action taken. We do understand that you may need to learn how to correctly cite sources and that access to the internet has made it easy to cheat in a variety of ways. Thus, we will take time in class you systematically lead you through the paper-writing process and give you support in your assignment. See <http://www.byu.edu/honorcode> for specific examples of intentional plagiarism, inadvertent plagiarism, and fabrication and falsification.

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours) or contact the Honor Code Office at 422-2847.

Students with Disabilities: BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities (SSD) office at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated by the SSD office. If you need assistance or feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Course schedule:

| Date | Topic | Assignments |
|--------------------|---|--|
| 09/01 | Introduction and Course Overview Basic Concepts | Chapter 1 |
| 09/08 | Norms and Basic Statistics | Chapter 2 |
| 09/15 | Writing and Evaluating Test Items | Chapter 6 |
| 09/22 | Correlation and Regression | Chapter 3 |
| 09/29 | Reliability | Chapter 4 |
| 09/30-10/03 | EXAM I: Chapters 1-4, 6 | Testing Center |
| 10/06 | Test Review and Validity | Chapter 5 |
| 10/13 | Test Administration | Chapter 7 |
| 10/20 | Interviewing Techniques Theories of Intelligence/Binet | Chapters: 8 & 1 st ½ of 9 |
| 10/27 | Theories of Intelligence/Binet Wechsler Intelligence Scales | Chapters: 2 nd ½ of 9 & 10 |
| 11/03 | Tests of Ability in Education | Chapter 11 |
| 11/04-11/07 | EXAM II: Chapters 5, 7-11 | Testing Center |
| 11/10 | Test Review and Group Ability Tests | Chapter 12 |
| 11/17 | Structured Personality Tests Projective Personality Tests | Chapters: 13 & 1 st ½ of 14 |
| 11/24 | NO CLASS: FRIDAY INSTRUCTION | NO CLASS |
| 12/01 | Projective Personality Tests Cognitive/Behavioral Assessment | Chapters: 2 nd ½ of 14 & 15 |
| 12/08 | Neuropsychological Assessment Ethics and the Future of Psychological Testing | Chapters 17, 21 |
| 12/14-12/18 | FINAL EXAM: Chapters 12-15, 17, 21 | Testing Center |

Disclaimer: I reserve the right to change the schedule and syllabus at any time.