

## Instructor/TA Info

### Instructor Information

**Name:** John Livingstone

**Email:** johndlivingstone@gmail.com

### TA Information

**Name:** Lauren Benyo

**Office Location:** 1150 SWKT Psych Central

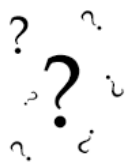
**Office Hours:** Fri 10:00am-11:00am

Or By Appointment

**Email:** laurenebenyo@gmail.com

## Course Information

### Materials

	Item	Price (new)	Price (used)
	<u>PSYCHOLOGICAL TESTING 8E</u> - Required by KAPLAN, R	246.00	184.50

### Learning Outcomes

#### 1. Evaluate psychometric strengths and weaknesses

Students will effectively evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied metrics.

*Measurement:* This will be measured by instructors and teaching assistants based on a) multiple choice exams; b) case study evaluations of existing psychological measures; c) application of conceptual and statistical measures to student's own course projects.

#### 2. Create their own psychological measurements

Students will create their own psychological measurements suited to specific theories and hypotheses.

*Measurement:* This will be measured by instructor evaluation of semester-long course projects that require integration of all course material including a) study design; b) creation of a measure; c) data collection and analysis; and d) written and oral presentation of study findings.

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

# Assignments

## Assignment Descriptions

### Article Review

Sep  
15

Due: Friday, Sep 15 at 11:59 pm

Many students do not realize that test development is a thriving and integral part of psychology. Psychology students and researchers often focus on correlational research (looking for relationships between variables) as is the focus of Psych 310 and many other courses. In this course, your focus is different and centered on the research precursor to correlational studies (you can't do this research without good tests). This course requires that you develop a measure that reliably and validity measures your selected construct. To help you better understand this approach you are to review a brief article (*filename: "Article to Review"*) which addresses the development and validation of a new measure. You should read this four page article, answer the questions (*filename: "Article Response Questions"*), and submit the file electronically to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com). You should do this assignment (as well as all other assignments) as a group.

Article to Review.pdf [Download \(plugins/Upload/fileDownload.php?fileId=9fd6acb1-CrhQ-vjYW-kB1r-cdc2ed26d86c&pubhash=jp\\_Ea82L3XmIhOYsDMpt5tDbdlU9bgxeZUr0OuEDiBpAemV9KLaHEIoXNFNzHqXq0PHLxxGVuD1v3\\_K8q2GC0A==\)](#)

Article Response Questions - Assignment 01.doc [Download \(plugins/Upload/fileDownload.php?fileId=d4097523-KRds-NKg3-dx6a-1r09561bbb40&pubhash=WNeuBwMogtSpJJPZ4ZDEJcT6RKm0iop5THE8al23iSjtENXXh\\_t9NorANaMUDFbl0q1fj6bgxQNNL5Rd0cHqFg==\)](#)

### Introduction

Sep  
29

Due: Friday, Sep 29 at 11:59 pm

Intro Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=2d377577-tKW-i-A45t-HUCI-iA53afe96738&pubhash=RRnPQ1fxWh7H7wQGxiufmJFWFBWOMNOKM5\\_HwWs6f\\_kAHkqucdZDSE0xMWCJf8lIfhAsrzeisdiUUc9HuPf2hA==\)](#)

Your group will select a topic around which you will develop a psychological test. This topic should of interest to you, should be easily researched, and must be approved by me. You are to write a two-page (double-spaced) APA formatted introduction referencing *at least* four journal articles (newer than 2000) addressing your hypothetical construct. The introduction should: (a) present a solid conceptual introduction; (b) operationally define the hypothetical construct including two and at most three domains; (c) present research supporting the operational definition and each of the subdomains; (d) present a summary/conclusion which ends with a hypothesis statement regarding your test construction. As in every subsequent assignment, you are required to include an APA formatted cover page and reference page. For additional assistance in writing and to see how this section will be graded, please refer to the file "*Introduction Instructions*". This assignment should emailed to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com).

### Question Domain

Oct  
06

Due: Friday, Oct 06 at 11:59 pm

Consistent with test construction, your group will create 30 questions to measure your selected hypothetical construct. Each question should be constructed in a 4 or 5 point Likert scale (as determined by your group). Prior to lab, you should write a clear operational definition of your construct and your test intentions regarding face and content validity. The better and more clearly this is written and explained in lab, the more likely you are to increase your measure's validity. In lab, you and your group must enter your 30 questions into Qualtrics. Over the next week each of you will be expected to rate you classmates questions as (1) Essential to measuring the construct; (2) Useful but not essential to measuring the construct; or (3) Not necessary for measuring the construct (*filename: "Content Validity Ratio Exercise"*). Using these results you and your partner will then select the 10 best items which will be included on your final measure along with demographic information and a question at the bottom of the questionnaire assessing face validity (What do you think this questionnaire was measuring?). You will be graded on question construction, CVR rating participation, CVR analysis, and item selection.

### Exam 1

Oct  
16

Due: Monday, Oct 16 at 9:00 pm

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## Methods Section

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Nov  
03

Due: Friday, Nov 03 at 11:59 pm

Your final test (demographic questions, final 10 items from Assignment 03, and face validity question) should be constructed and administered either using hard copies or electronically. The second part of this assignment requires writing a one page (double-spaced) APA formatted Methods Section which must include the following *second level headings*: Participants, Item Construction, Test Administration, and Statistical Analysis. Groups should place all of the collected information into an excel spreadsheet so that the data might be easily accessed for upcoming assignments. For additional assistance in writing and to see how this section will be graded, please refer to the file "*Methods Rubric*". The methods section should be emailed to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com).

## Results

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Nov  
10

Due: Friday, Nov 10 at 11:59 pm

Your group will be required to construct a database in which you will enter your test data. Once in the database, you are to complete an SPSS analysis. You are to analyze this data using Cronbach's alpha, Pearson bivariate correlations, face validity, content validity, and factor analysis. This will be further explained during lab where you can elicit help from the graduate instructors and TAs. If you need additional assistance, please ask Dr. Livingstone. Once completed, you will be expected to submit an APA formatted results section that includes your statistical results. For additional assistance in writing and to see how this section will be graded, please refer to the file "*Results & Appendices Instructions*". The results section should be emailed to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com).

## Exam 2

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Nov  
14

Due: Tuesday, Nov 14 at 9:00 pm

## Discussion

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Nov  
21

Due: Tuesday, Nov 21 at 11:59 pm

## Abstract

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Nov  
21

Due: Tuesday, Nov 21 at 11:59 pm

Your group will write an abstract in APA. The APA manual notes the abstract should be a brief comprehensive summary allowing readers to quickly survey an article's contents. It should be dense (reflecting purpose and paper contents) but also readable, well-organized, pithy, and self-contained. Begin the abstract with the most important information (do not repeat the title). Include only the most important concepts, findings, or implications. Abstract should be centered at the top of the page and the text should be double-spaced and flush against the left margin with no indentation. An abstract should report on, rather than evaluate, your paper's content. Comparing an abstract with the paper's outline is a good way to verify accuracy. For additional assistance in writing and to see how the abstract will be graded, please refer to the file "*Abstract Rubric*". The abstract should be emailed to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com).

## Writing Review

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Dec  
01

Due: Friday, Dec 01 at 11:59 pm

Each member of your group is required to attend the FHSS Writing Lab (1051 JFSB) at least once (be careful you DO NOT attend the University Writing Lab). Consider that they are there to help you improve the quality of your writing, so the more the see the better off your paper will be. You can all go together or separately. The writing lab will provide documentation that you went over the paper with them. Each individual member must have documentation that they went to the writing lab and either went over parts of the paper or the entire paper. You must go to the writing lab before the submission of the rough draft which requires documentation (provided by the lab) to receive this credit.

## Presentation

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Dec  
08

Due: Friday, Dec 08 at 11:59 pm

Each group will present the development of their instruments and the results of their item analyses in an 8-minute class presentation with each group member participating equally. It is expected that you will describe the original purpose for which the test was constructed, its current composition, scoring, interpretation, psychometric properties, and applications. You will conclude with an informed critique of the test's advantages and disadvantages and will answer questions from the class, Dr. Livingstone, and TAs. On days you will present, you are expected to be prepared with your presentation being emailed to Dr. Livingstone the day before you present. On days you are not presenting, you are expected to be in class for your classmates presentation.

## Group Ratings

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Dec  
08

Due: Friday, Dec 08 at 11:59 pm

You will rate each group member according to their level of availability, preparation, contribution, respectfulness, and dependability regarding your project. **Please note:** if there are problems with your group members, I would like to know about it long before we complete this assignment! This will be due on the last day of class. Thirty points will come from the average rating of your other group members, and five points are given for submitting your own ratings.

## Final Paper

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

You will present your findings in a final paper that is the culmination of the instrument development process and contains: a title page, abstract, introduction, methods, results, discussion, and references. One of our goals is to help you learn to critical thinking skills and how to write more precisely in a professional manner. Your paper should conform to American Psychological Association (APA) 5<sup>th</sup> Edition format. The final paper should be emailed to [livingstonepsychology@gmail.com](mailto:livingstonepsychology@gmail.com) by 11:55 pm the last day of classes.

## Final Exam

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Dec  
19

Due: Tuesday, Dec 19 at 11:59 pm

In class Exam, Final Exam time TBA.

# University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Schedule

Date	Column 1	Column 2
Week 1		
W Sep 06 Wednesday		
F Sep 08 Friday		
Week 2		
M Sep 11 Monday		
W Sep 13 Wednesday		
F Sep 15 Friday	<b>Article Review</b>	
Week 3		
M Sep 18 Monday		
W Sep 20 Wednesday		
F Sep 22 Friday		
Week 4		
M Sep 25 Monday		
W Sep 27 Wednesday		
F Sep 29 Friday	<b>Introduction</b>	
Week 5		
M Oct 02 Monday		
W Oct 04 Wednesday		
F Oct 06 Friday	<b>Question Domain</b>	
Week 6		
M Oct 09 Monday	<b>Exam 1 Opens</b>	
W Oct 11 Wednesday		
F Oct 13 Friday		
Week 7		
M Oct 16 Monday	<b>Exam 1 Closes</b>	
W Oct 18 Wednesday		
F Oct 20 Friday		
Week 8		
M Oct 23 Monday		
W Oct 25 Wednesday		
F Oct 27 Friday		
Week 9		
M Oct 30 Monday		

W Nov 01 Wednesday		
F Nov 03 Friday	<b>Methods Section</b>	
Week 10		
M Nov 06 Monday	<b>Exam 2 Opens</b>	
W Nov 08 Wednesday		
F Nov 10 Friday	<b>Results</b>	
Week 11		
M Nov 13 Monday		
T Nov 14 Tuesday	<b>Exam 2 Closes</b>	
W Nov 15 Wednesday		
F Nov 17 Friday		
Week 12		
M Nov 20 Monday		
T Nov 21 Tuesday	<b>Friday Instruction Abstract Discussion</b>	
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
F Nov 24 Friday	<b>Thanksgiving Holiday</b>	
Week 13		
M Nov 27 Monday		
W Nov 29 Wednesday		
F Dec 01 Friday	<b>Writing Review</b>	
Week 14		
M Dec 04 Monday		
W Dec 06 Wednesday		
F Dec 08 Friday	<b>Group Ratings Presentation</b>	
Week 15		
M Dec 11 Monday		
W Dec 13 Wednesday		
Th Dec 14 Thursday	<b>Final Paper</b>	
F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Sa Dec 16 Saturday	<b>First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam Opens</b>	
Week 16		
M Dec 18 Monday		
T Dec 19 Tuesday	<b>Final Exam Closes</b>	
W Dec 20 Wednesday		
Th Dec 21 Thursday		