

California State University, San Marcos – Fall 2014 Syllabus	Dr. Michael Diehr mdiehr@csusm.edu Phone: 760-566-6842 Office Hours: SBSB 3234 Mo/We : 2pm-3:30pm
PSYC 402: Psychological Testing Section 01 - CRN 49191 – Mo/We 9:00am - 10:50am – SBSB 2140 Section 02 - CRN 49192 – Mo/We 11:00am - 12:50pm – SBSB 2140 Website: http://courses.csusm.edu/psyc402md Prerequisites: PSYC 100, 220, 230, and one Laboratory course (390 thru 396) must be completed with a grade of C (2.0) or higher.	Teaching Assistant: Alexa Kliebenstein klieb002@csusm.edu Office Hours: SBSB 3121 Tu/Th 9:30am-10:30am

SCHEDULE: Subject to change - check your CSUSM email and the course website regularly for updates.

Wk	Dates	Topic	Readings	Exam/Assignment
1	Mo Aug 25	Introduction	K01	
	We Aug 27	Introduction	K01, G01-02	
2	Mo Sep 01	Labor Day Holiday		
	We Sep 03	Statistics & Norms	K02	Exercise 1 : In class
3	Mo Sep 08	Statistics & Norms	K02, G01-02	
	We Sep 10	Statistics & Norms	K02	
4	Mo Sep 15	Correlation & Linear Regression	K03*	Exercise 2 : MMOM essay - due
	We Sep 17	Correlation & Linear Regression	K03*	
5	Mo Sep 22	Exam 1		Exam: K01,K02,K03,G01,G02
	We Sep 24	Reliability	K04	
6	Mo Sep 29	Validity	K05	
	We Oct 01	Validity	K05	Research Proposal
7	Mo Oct 06	Test Development	K06	Exercise 3 : Prism – due
	We Oct 08	Test Development	K06	Exercise 3 : Prism – due
8	Mo Oct 13	Test Administration	K07	
	We Oct 15	Test Administration	K07	Exercise 4 : SII (online)
9	Mo Oct 20	Exam 2		Exam: K04, K05, K06, K07
	We Oct 22	Guest Speaker: SII	K16*	
10	Mo Oct 27	Clinical & Counseling Testing	K13	Take NEO-FFI in class
	We Oct 29	Clinical & Counseling Testing	K13	Research Proposal Due
11	Mo Nov 03	Intelligence	K09*, G05*	Exercise 5 : Online Surveys
	We Nov 05	Intelligence	K09*, G05*	Exercise 5 : Surveys (due Thu)
12	Mo Nov 10	Intelligence – WAIS	K10	
	We Nov 12	Intelligence – Controversy	K19	
13	Mo Nov 17	Intelligence – Controversy	K19, G05 **	
	We Nov 19	Intelligence – Controversy	K19, G***	
14	Mo Nov 24	Projective Testing	K14	Research Paper Due
	We Nov 26	Review & Writing Workshop		Research Paper Due
15	Mo Dec 01	Neuropsychological Assessment	K17*	
	We Dec 03	Computerized Assessment	K15	Review for Final
16	Mo Dec 08	Final Exam Sec. 01 – 9:15am Sec. 02 – 11:30am		<i>Topics: see study guide</i>

(*) Notes about Reading Assignments: *Unless otherwise specified, read the entire chapter.*

K = Kaplan & Saccuzzo (2013) Psychological Testing

Ch 3: Read 65-88, skip 88-100. Ch 9: Read 233-239, Skip 239-242 (The Early Binet Scales), Read 242-253

Ch 16 : Read 442-451 (Strong scales) Ch 17: Read 461-480 (Neuropsychology)

G = Gould, S. (1996) The Mismeasure of Man

Ch 5: * 176-188. ** 252-263, *** 367-390 (Critique of the Bell Curve)

Required Text: Kaplan & Saccuzzo (2013) Psychological Testing: Principles, Applications, and Issues. 8th Edition. Thompson. ISBN 1133492010.

Additional Reading: Gould, S. (1996) The Mismeasure of Man, Norton, ISBN 0393314251 (selected chapters on electronic reserve).

(Continued...)

Overview of the Course

Psychological Testing and Assessment are the sub-fields of psychology concerned with accurate measurement and quantification of the human psyche. This course will cover in depth the fundamentals of statistics, reliability, validity, norms, and test development, and will briefly survey most of the major forms of tests in use today, such as personality, cognitive, neuropsychological, educational, and vocational tests. We will focus on the controversy of IQ measurement and genetic determinism. This is a 4-unit course with an expectation that students will spend 8 to 12 additional hours weekly on coursework.

Course Format:

Class sessions will consist of the following items: Lecture, Group Discussion, and occasional in-class Exercises. You are expected to have completed all readings *before* class in preparation. There will be three exams (multiple choice, closed notes) and one research paper. The research paper will be submitted in two parts (Proposal, worth 10 points, and Paper, worth 40 points). There will be several online and small written assignments.

Components & Grading

The class will include these major components:

Item	Points
Exam 1	30
Exam 2	30
Final Exam	40
Exercises and small assignments (in class, take-home)	50
Research Paper (proposal 10, paper 40)	50
Make-up assignment (optional, 10 points)	
Total	200

The entire course is graded on a curve, and the cutoff for an A is typically around 87%. Plus and Minus grades (e.g. A-, B+) are given. Feedback on your current point total and estimated grade will be provided regularly. There will be one optional make-up assignment worth 10 points.

Resources

Website: <http://courses.csusm.edu/psyc402md>

Email: Checking your CSUSM email regularly is a requirement.

Office Hours: See above. No need to make an appointment, just stop by.

Phone: *During office hours I will answer. Leave voicemail if necessary. (Email is better).*

Policy

Attendance

Attendance and class participation are expected; missed in-class exercises will receive zero points.

Excused Absences

Death, serious illness or injury to student or immediate family member, with adequate documentation (doctor's note, police report, or note from the Dean's office) may be considered excused at instructor's discretion. Pre-arranged absences for religious, government or university-sanctioned reasons must be arranged with instructor *at least one week in advance*. When an absence is excused, instructor will either accept late work without penalty or allow an alternative assignment.

Late Assignments

Instructor may, in some circumstances, accept late work. Late assignments will incur a one-letter-grade deduction per missed class session.

Students with Disabilities

In compliance with federal ADA laws: If you have a need for any in-class accommodations, special test-taking arrangements, or help accessing any class materials because of a verified physical, cognitive, or perceptual limitation, please talk to the disabled students office first then contact me during the first two weeks of class.

Academic Honesty

Cheating or plagiarism (presenting the words or ideas of others as your own) or falsification of data will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. Students are expected to abide by the CSUSM Student Academic Honesty Policy; the instructor will abide by the procedures for reporting violations. Details:

http://www.csusm.edu/policies/active/documents/academic_honesty.html Please refer to the APA Style Manual for instructions on how to cite your sources.

Course Catalog Description

PSYC 402 (4) Psychological Testing – Principles and practices of group and individual testing in aptitude, intelligence, interest, and personality. Theory, construction, evaluation, interpretation, uses, and limits of psychological tests. Reliability, validity, item analysis, norms, and test construction and selection. Ethical, sociocultural, and gender issues in testing. Prerequisites: PSYC 100, 220, and 230 and one upper-division PSYC lab course must be completed with a grade of C (2.0) or better.

Student Learning Outcomes (SLOs) – Psychology 402

General Expectations

PSLO1: Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes. PSLO2: Describe (as a way of understanding) the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format. PSLO3: Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomenon.

Specific Targets

To meet these SLOs: students will review the history of psychological testing, applying their understanding to creating a novel test instrument which will be evaluated for its psychometric properties such as reliability, validity, etc. Students will document these results in an APA-format research paper. Skepticism will be emphasized by reviewing the limitations of psychological testing from both a technical (psychometric) viewpoint as well as a historical / sociocultural approach. Issues pertaining to IQ testing and the law will be a focus for applying critical thinking skills.

End of Syllabus.