

California State University, San Marcos – Spring 2015 Syllabus PSYC 402: Psychological Testing Section 03 - CRN 21867 – Tu/Th 8:00am - 9:50am – SBSB 2107 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.	Dr. Michael Diehr mdiehr@csusm.edu Phone: 760-566-6842 Office Hours: SBSB 3234 Tu/Th: 9:40a-10:20a 12:00p-12:50p Teaching Assistant: Amy Brunner Brunn010@csusm.edu Office Hours: SBSB 3117 Tu 10:30a-11:30a
--	--

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

Wk	Dates	Topic	Reading	Exam/Assignment
1	Tu Jan 20	Introduction	K01	
	Th Jan 22	Introduction	K01, G01-02	
2	Tu Jan 27	Statistics & Norms	K02, G01-02	Exercise 1: Basic Stats
	Th Jan 29	Statistics & Norms	K02	
3	Tu Feb 03	Statistics & Norms	K02	
	Th Feb 05	Correlation & Linear Regression	K03*	
4	Tu Feb 10	Correlation & Linear Regression	K03*	Exercise 2: GraphPad Prism
	Th Feb 12	Correlation & Linear Regression	K03*	<i>Review for Midterm</i>
5	Tu Feb 17	Exam 1		Exam: K01,K02,K03,G01,G02
	Th Feb 19	Reliability	K04	
6	Tu Feb 24	Validity	K05	
	Th Feb 26	Validity	K05	Exercise 3: Literature Search
7	Tu Mar 03	Test Development	K06	
	Th Mar 05	Test Development	K06	Exercise 4: Take SII (online)
8	Tu Mar 10	Test Administration	K07	
	Th Mar 12	Test Administration	K07	<i>Review for Midterm</i>
9	Tu Mar 17	Exam 2		Exam: K04, K05, K06, K07
	Th Mar 19	<i>Guest Speaker: SII</i>	K16*	
10	Tu Mar 24	Clinical & Counseling Testing	K13	Exercise 5: NEO-FFI (in class)
	Th Mar 26	Clinical & Counseling Testing	K13	Research Proposal Due
11	Tu Mar 31	Spring Break		
	Th Apr 02	Spring Break		
12	Tu Apr 07	Intelligence	K09*, G05*	Exercise 6: Survey (online)
	Th Apr 09	Intelligence	K09*, G05*	
13	Tu Apr 14	Intelligence – WAIS	K10	
	Th Apr 16	Intelligence – Controversy	K19	
14	Tu Apr 21	Intelligence – Controversy	K19, G05 **	
	Th Apr 23	Intelligence – Controversy	K19, G***	
15	Tu Apr 28	Projective Testing	K14	
	Th Apr 30	Review & Writing Workshop		Research Paper Due
16	Tu May 05	Neuropsychological Assessment	K17*	
	Th May 07	Computerized Assessment	K15	<i>Review for Final</i>
17	Tu May 12	Final Exam Sec. 03 – 7am-9am		<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.

Optional Text: Gould, S. (1996) The Mismeasure of Man, Norton, ISBN 0393314251 (selected chapters are also 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: 20 points, Paper: 80 points). There will be several online and small written assignments.

Components & Grading

The class will include these major components:

Item	Points
Exam 1	100
Exam 2	100
Final Exam	100
Research Paper (proposal 20, paper 80)	100
Exercises (in class, online & take-home)	50
Attendance	50
Make-up assignment (optional, 10 points)	
Total	500

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 and count towards your grade: Every student may have up to two unexcused absences without penalty. Starting with the 3rd unexcused absence there will be a 10 point penalty per absence.

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. If you arrive late, *while a quiz is in progress*, you may be allowed to take the quiz in the time remaining, but will incur a one-letter-grade penalty.

(Continued...)

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.