

California State University, San Marcos – Fall 2016 Syllabus PSYC 402: Psychological Testing Section 02 - CRN 41267 – Tu/Th 8:00am – 9:50am – SBSB 2107 Website: http://csusm.diehr.com/psyc402 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: 10am-11am Teaching Assistant: Sarah de Bellis debel005@cougars.csusm.edu Office Hours: SBSB 3119 Tu/Th 11am-12pm
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SCHEDULE: Subject to change - check your CSUSM email and the course website regularly for updates.

Wk	Dates	Topic	Reading	Exam/Assignment
1	Tu Aug 30	Introduction	K01	
	Th Sep 01	Introduction	K01 G01-02	
2	Tu Sep 06	Statistics & Norms	K02 G01-02	Exercise 1: Basic Stats
	Th Sep 08	Statistics & Norms	K02	
3	Tu Sep 13	Statistics & Norms	K02	
	Th Sep 15	Correlation & Linear Regression	K03*	
4	Tu Sep 20	Correlation & Linear Regression	K03*	Exercise 2: GraphPad Prism
	Th Sep 22	Correlation & Linear Regression	K03*	Review for Midterm
5	Tu Sep 27	Exam 1		Exam: K01,K02,K03,G01,G02
	Th Sep 29	Reliability	K04	
6	Tu Oct 04	Validity	K05	
	Th Oct 06	Validity	K05	Exercise 3: Literature Search
7	Tu Oct 11	Test Development	K06	
	Th Oct 13	Test Development	K06	Exercise 4: Take SII (online)
8	Tu Oct 18	Test Administration	K07	
	Th Oct 20	Test Administration	K07	Review for Midterm
9	Tu Oct 25	Exam 2		Exam: K04, K05, K06, K07
	Th Oct 27	<i>Guest Speaker – Heather Starr - SII</i>	K16*	
10	Tu Nov 01	Clinical & Counseling Testing	K13	Exercise 5: NEO-FFI (in class)
	Th Nov 03	Clinical & Counseling Testing	K13	Research Proposal (Due 11pm online)
11	Tu Nov 08	Intelligence	K09* G05*	Exercise 6: Survey (online)
	Th Nov 10	Intelligence	K09* G05*	
12	Tu Nov 15	Intelligence – Controversy	K19	
	Th Nov 17	Intelligence – Controversy	K19 G05**	
13	Tu Nov 22	Intelligence – Controversy	K19 G05***	
	Th Nov 24	Thanksgiving Holiday		
14	Tu Nov 29	Projective Testing	K14	
	Th Dec 01	Review & Writing Workshop		Research Paper Due (Due Fri Dec 2nd by Noon)
15	Tu Dec 06	Neuropsychological Assessment	K17*	
	Th Dec 08	Computerized Assessment	K15	Review for Final
16	Tu Dec 13	Final Exam Tuesday 9:15am – 11:15am		<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 on e-reserve).

Optional Text:

APA. (2009) Publication Manual of the American Psychological Association 6th Ed. ISBN 9781433805615

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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 8-12 hours per week on coursework outside of class.

Course Format:

Class sessions will consist of Lecture, Group Discussion, and occasional in-class and online Exercises. You are expected to complete 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) and serves to meet the CSUSM writing requirement of 2500 words.

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)	60
Attendance & Participation	40
Make-up assignment (optional, 10 points)	
Total	500

The course is graded using a traditional grading curve, in which 90% or above is an A. While it is possible that the curve would be adjusted up or down, this would only be done so with advance notice. 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://csusm.diehr.com/psyc393>

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. *Students who have any absences in the first two weeks may be dropped from the course to make room for a student on the waitlist.*

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.

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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

For Psychology Majors

PSLO1: Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes. PSLO2: Describe 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.