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## PSYC 338-01, Psychological Assessment, Spring 2008

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**Psychological Assessment  
Psychology 338-01  
Spring 2008**

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Clough 129

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843-3582

**Course Details**

TR 9:30-10:45/123 Clough  
CRN 28504  
Credit Hours: 4

**Office Hours**

TR 1:00-2:30  
Other times by appointment

**Course Description**

Psychometric principles of test construction and issues of reliability and validity of contemporary psychological tests will be covered. Students will learn accepted practices and critical issues in the administration and interpretation of psychological tests.

**Course Goals (for students)**

1. Students in this course will learn fundamental principles, generalizations, or theories of assessment in the areas of cognitive, personality, and behavioral measurement.
2. Students in this course will learn to apply course material to improve thinking, problem-solving, and decisions. The content of this goal will relate directly to our testing and tutoring at Hollywood Elementary.

**Course Objectives**

By the end of this course, the student will demonstrate the following skills:

- Critically evaluate psychoeducational tests for psychometric soundness, theoretical reliability, and appropriate uses.
- Administer, score, and interpret psychoeducational tests designed to measure functioning one or more of the following domains: cognitive, academic achievement, adaptive behavior, and personality (objective and projective).
- Conduct diagnostic evaluation of elementary students' math skills, provide instruction to remediate those skills, and conduct follow-up testing.
- Apply psychometric principles and test construction theory to evaluate psychoeducational instruments; understand and critique research using formal and informal measures; and choose appropriate instruments for a variety of uses, such as research or diagnosis.
- Understand issues related to multicultural assessment and explain ways to avoid test bias or unfair decision-making based on test results.
- Explain the legal issues surrounding psychological assessment.
- Recognize and report the limitations of testing and the factors that might cause scores to be misinterpreted.

**Required Readings**

Cohen, R.J. (2005). *Exercises in Psychological Testing & Assessment: An Introduction to Tests & Measurement, 6<sup>th</sup> Edition*. St. Louis, MO: McGraw-Hill.

Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological Testing & Assessment: An Introduction to Tests & Measurement, 6<sup>th</sup> Edition*. St. Louis, MO: Mc-Graw Hill.

Embretson, S.E., & Reise, S.P. (2000). *Item Response Theory for Psychologists*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Evaluation Procedures**

1. School Tutoring & Testing. (25%) Arrangements have been made with Cypress Middle School to conduct math assessment & provide weekly tutoring to remediate student needs. You will be required to spend 60-90 minutes at the elementary school each week. After each session, you will write a Report & Reflection (2-3 pages) detailing your activities, the students' performance, and your reflections on the experience. These papers are due each week on Thursday.
2. Homework. (10%) You will regularly be assigned exercises from the "Exercises" workbook accompanying the text. These will be collected and graded as appropriate.
3. Exams. (20%) There will be 2 exams consisting of multiple-choice and short answer questions. One or two essay questions may also be included.
4. Presentations. (25%) You will participate in two group presentations. The first will demonstrate, explain, and review one of the intelligence tests we have. The second will do the same for a personality measure.
5. Practice Test Administration. (10%) You will administer a minimum of four psychoeducational tests to other students and/or volunteer subjects. Specific requirements will be forthcoming. After each testing session, you will submit a test protocol and a short report interpreting those test results.
  - a. Protocol #1. Intelligence measure with adult or child.
  - b. Protocol #2. Personality measure with adult or child.
6. Participation. (10%) Most classes will include discussion of the assigned readings or topics related to them. Class attendance is also an important component of participation. At this advanced level, you will be expected to have completed readings and be prepared to discuss that material in some detail.

**Grades**

	<u>Grade</u>		<u>Grade</u>
95-100	A	74-76	C-
90-94	A-	67-73	D+
87-89	B+	64-66	D
84-86	B	60-63	D-
80-83	B-	59 & under	F
77-79	C+		

**Note:** Students who have special needs are encouraged to speak privately with the instructor so appropriate accommodations or modifications can be made.

**Other Policies**

1. To obtain full credit, work must be turned in on time. Work is due by 4:00 pm on the assigned due date. Late work will be accepted only for verified excused absences. If the absence is unexcused, the final grade on that assignment will be reduced by 10 points for every day it is overdue. All work is due within 72 hours of the assigned due date.
2. Attendance will be taken at the beginning of each class period. Students with 4 or more absences will have their final grade dropped by 10 points. Students with more than 6 absences (20%) will not pass this course. Excused absences require a doctor's note or other verification. See me with questions.
3. All work must be pledged. Remember, failure to properly attribute ideas or concepts is also a violation of the Honor Code.
4. Confidentiality & Test Security is extremely important and must be protected at all times. Specific guidelines will be discussed in class. If you have any questions, please see the instructor immediately.

***Intelligence Measures***

<b>Test</b>	<b>Published</b>	<b>Ages</b>
Kaufman Assessment Battery for Children-II	2004	3-18
Stanford-Binet Intelligence Scale-IV	1986	3-adult
Universal Nonverbal Intelligence Test	1998	5-17
Wechsler Adult Intelligence Scale-III	1997	16-adult
Wechsler Intelligence Scale for Children-IV	1991	6-16
Bayley Scales of Infant Development	1993	0-3
Woodcock-Johnson Tests of Cognitive Ability-III	2001	3-adult
Woodcock-Johnson Tests of Achievement-III	2001	3-adult

***Personality Measures***

<b>Test</b>	<b>Published</b>	<b>Ages</b>
Behavior Assessment System for Children-II	2005	5-21
16 Personality Factors, 5 <sup>th</sup> Edition	2002	adult
Vineland Adaptive Behavior Scales-II	2005	5-21
Thematic Apperception Test		teen-adult
Roberts Apperception Test for Children-II	1994	5-18

**TENATIVE CLASS SCHEDULE** (Note: This schedule will be adjusted as needed.)

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
1/10	Introduction	
1/15	Testing & Assessment	Chapters 1-2
1/17	Measurement Statistics	Chapter 3
1/22	Curriculum-Based Measurement	
1/24	Math Testing & Tutoring	
1/29	Making Assumptions & Drawing Inferences; Assign Presentations	Chapter 4
1/31	Reliability	Chapter 5
2/5	Validity	Chapter 6
2/7	<i>Class Cancelled - Presentation Group Meetings</i>	
2/12	Test Development	Chapter 7
2/14	Item Response Theory	IRT, Chapter 1
2/19	IRT Continued	IRT, Chapters 2-3
2/14	IRT Models	IRT, Chapter 4
2/19	IRT Models	IRT, Chapter 5
2/21	IRT Scale Properties	IRT, Chapter 6
2/26	Measuring Intelligence	Chapters 8-9
2/28	Measuring Intelligence	
3/4	Spring Break	
3/6	Spring Break	
3/11	<b>Midterm Exam</b>	
3/13	Issues of Diversity & Assessment	
3/18	Intelligence Measures	<b>Presentations</b>
3/29	Intelligence Measures	<b>Presentations</b>
3/25	Intelligence Measures	<b>Presentations;</b> <b>Protocol #1 due</b>
3/27	Personality Assessment	Chapter 11
4/1	Personality Assessment Methods	Chapter 12
4/3	Personality Assessment Wrap-up	
4/8	Item Response Theory	IRT, Chapter 1
4/10	Item Response Theory continued	IRT, Chapters 2-3
4/15	Personality Measures	<b>Presentations</b>
4/17	Personality Measures	<b>Presentations</b>
4/22	Personality Measures	<b>Presentations</b>
4/24	IRT & the Person	IRT, Chapter 7; <b>Protocol #2 due</b>
4/25	<i>URCAS</i>	
5/3	<b>Final Exam (8:30 am)</b>	