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PSYC 338-01, Psychological Assessment, Spring 2006

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**Psychological Assessment
Psychology 338 (TT 12:30-1:45)
Spring Semester 2006**

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Clough 129

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843-3582

Office Hours

Tuesday & Thursday 10-11:00
Monday, Wednesday & Friday 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

Dana, R.H. (2005). *Multicultural Assessment: Principles, Applications, & Examples*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kaplan, R.M., & Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications, & Issues (6th edition)*. Belmont, CA: Thomson-Wadsworth.

Evaluation Procedures

Students can earn a total of 1000 points in this course. Course assignments are broken down as follows:

School Testing & Tutoring (25%)	250 points
Exams (20%)	200 points
Paper (20%)	200 points
Practice Test Administrations (20%)	200 points
URCAS Participation (5%)	50 points
Participation (10%)	100 points

1. School Tutoring & Testing. Arrangements have been made with Hollywood Elementary School for us to administer a math achievement test and then 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 Reaction Paper (1-2 pages) detailing your activities and the elementary students' performance.
2. Exams. There will be 2 exams consisting of multiple-choice and short answer questions. One or two essay questions may also be included. Each exam will be worth 100 points.
3. Paper. You will write a test review of one major test. This paper will be approximately 10-12 pages in length and should include four to six sources outside of the classroom tests.
4. Practice Test Administration. 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. Cognitive measure with adult or child.
 - b. Protocol #2. Different cognitive measure or achievement/educational measure with adult or child.
 - c. Protocol #3. Structured personality or adaptive behavior measure with adult or child.
 - d. Protocol #4. Projective personality measure with adult or child.
5. URCAS Participation. All students are required to attend a minimum of two sessions and to write a report about the material presented.
6. Participation. 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>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
950-1000	A	740-769	C-
900-949	A-	670-739	D+
870-899	B+	640-669	D
840-869	B	600-639	D-
800-839	B-	590 & under	F
770-799	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. Late work will be accepted only for verified excused absences. 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 unexcused absences will have their final grade dropped by one grade level. Students with more than 6 unexcused 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.

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

	January	
Th	12	Intro to Assessment (Chapter 1) WebCT Pretest
Tue	17	Test Administration (Chapter 7)
Th	19	G-MADE Administration & Scoring
Tue	24	<i>Administer G-MADE at Hollywood Elementary</i>
Th	26	<i>Administer G-MADE at Hollywood Elementary</i>
Tue	31	Measurement & Statistics (Chapters 2 & 3); G-MADE Protocols & scoring due
	February	
Th	2	Characteristics of a Good Test: Reliability (Chapter 4)
Tue	7	Characteristics of a Good Test: Validity (Chapter 5)
Th	9	Writing a Good Test (Chapter 6)
Tue	14	Issues in Multicultural Assessment (Dana, Chapters 1-4)
Th	16	Midterm Exam (Chapters 1-6)
Tue	21	Ability Assessment (Chapters 9 & 10)
Th	23	Ability Assessment: WAIS-III, KABC-II, UNIT, WJ-III Battery
Tue	28	Ability Assessment continued
	March	
Th	2	Multiculturalism & Test Interpretation (Dana, Chapters 5, 7, 8 & 10); Legal Issues (Chapter 20)
Tue	7	Academic Achievement; Protocol #1 due
Th	9	Curriculum-Based Measurement
Tue	14	Spring Break
Th	16	Spring Break
Tue	21	Clinical Interview (Chapter 8); Protocol #2 due
Th	23	Personality & Behavioral Assessment (Chapters 13 & 14)
Tue	28	Behavioral Rating Scales: CAB, Vineland-II
Th	30	Other Behavioral Rating Scales
	April	
Tue	4	Behavioral Observations; Protocol #3 due
Th	6	Projective Measures: Roberts-II, TAT, Rotter Incomplete Sentence Blanks
Tue	11	Projective Measures continued; Test Review Paper due
Th	13	Easter Break
Tue	18	Testing Settings: Counseling Psychology (Chapter 16); Protocol #4 due
Th	20	Test Bias (Chapter 19); Course Review
Tue	25	<i>Administer G-MADE at Hollywood Elementary</i>
Th	27	<i>Administer G-MADE at Hollywood Elementary</i>
Fri	28	URCAS (all day)
Wed	May 3	URCAS Reports due; Final Exam (1:00 pm)