

PSYCHOLOGY 340 – PSYCHOLOGICAL TESTING
Spring 2015 – CRN 14680

Instructor: Steve N. Du Bois, Ph.D.

Class: Tuesday & Thursday, 11:00am – 12:15pm, Lecture Center F, 001

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***Instructor Office Hours:** Tuesday & Thursday, 10-11am

Teaching Assistants: Marie Chesaniuk (mchesa2@uic.edu); Kyle Jones (kjones42@uic.edu)

***Teaching Assistant Office Hours:** Marie: Wednesday, 12:30-1:30pm, 1063 BSB

Kyle: Friday, 10:00-11:00am, 1063 BSB

*All office hours are by appointment only. We are happy to meet with you, but please email us to request a specific date

Overview:

Welcome to PSCH340 – Psychological Testing! I hope you are as excited to take this course as I am to teach it. We will begin by discussing foundational knowledge regarding test construction and interpretation. This is a fancy way of saying we will cover statistics. Next, we will learn about various notable psychological tests, e.g. the WAIS-IV intelligence test, the MMPI-2 personality test, and the Rorschach projective test. Throughout the semester, we will also discuss the characteristics of an effective and useful psychological test, and the factors that underlie psychological tests. The class will culminate with you demonstrating your newly gained knowledge of the field by designing, statistically analyzing, and writing a scientific report about your own psychological test!

Prerequisite Course:

Psychology 242 (PSCH242): Introduction to Research in Psychology. Therefore, you must have **passed** PSCH242 to be enrolled in PSCH340. Students who have not passed PSCH242 but remain in PSCH340 will **not** receive credit for PSCH340.

Teaching Philosophy and Textbook Recommendation:

My primary duties as your instructor are to review, synthesize, and present course-related material from a textbook. I strive to do this effectively, efficiently, and enthusiastically. Your primary duties as a student are to read the textbook, attend class, pay attention and take notes during class, study for exams, and write a strong final paper. I try to reward students who fulfill these expectations by **limiting** the amount of required textbook reading for the course and **making exams primarily lecture-based**. I believe that reading the textbook is very useful, as **nearly all** lecture material is drawn from the textbook. However, I encourage you to focus on classroom lectures and our discussions, throughout the semester and as you prepare for exams. Past successful students in this course have fallen into one of two categories: 1. Attended all lectures and supplemented this attendance with reading the textbook; or 2. Attended some lectures and read thoroughly from the textbook to learn material they missed in class. Past students who attended few or no lectures and solely used the textbook to study for exams did not perform well on average.

The textbook we will use is: Kaplan, R; Saccuzzo, D. (2012). *Psychological Testing: Principles, Applications, and Issues – Eighth Edition*. Belmont, CA. Wadsworth Publishing.

I recommend you purchase an **online, used, or older** copy of the textbook. Information about online purchasing, as well as additional resources for this textbook, are available at: <http://psychologybook.org/psychological-testing-8th-edition-kaplan-and-saccuzzo/>. New (and maybe) used versions of this book are available at the UIC Bookstore.

Goals:

Successful engagement and completion of the course will result in you being able to do the following:

- 1) Understand how research can be applied to and inform psychological testing.
- 2) Describe the basic, meaningful statistics that assess the usefulness of psychological tests.
- 3) List, describe, and discriminate between various tests used in psychology today.
- 4) Create, quantitatively assess, and describe your own psychological test.

Additionally, I look forward to working with you to accomplish any personal goals you may have for yourself in this course.

Evaluation and Grading:

Final grades in this course will be given based on a maximum total of **455 points**:

- 1) **EXAMS (3 x 100 = 300)**: Three non-cumulative exams will be given in this class. All exams will be comprised of 52 multiple choice questions, worth two points each, for a total of 104 points. However, the maximum score on any exam is 100 points, meaning you have the potential to earn four extra points on each exam. **No make-up exams will be given unless you have documentation of circumstances that preclude you from taking the exam.** There will be no exceptions to this policy. Use of any notes and/or electronic devices, e.g. cell phones, is not allowed during exams. **NOTE:** As mentioned above, exams will be primarily lecture-based. Any personal examples or class discussion during lecture also may appear on exams.
- 2) **PAPER (125)**: You will be required to write one paper this semester, which will be worth 125 points of your final grade. Specific instructions for this paper are attached to the end of this document.
- 3) **HOMEWORK (3 x 10 = 30)**: For each of the three units of material, there is one **brief** homework assignment covering material students have found difficult in the past. Each of these assignments will have 10 questions, worth one point each, for a total of 10 points. You will download the document from Blackboard, fill in your answers, and then upload the document to Blackboard via *SafeAssignment*. (If you cannot upload via *SafeAssignment*, email your T.A. to let them know this, and attach your completed homework assignment to the email.) My goal in assigning these is to engage you in the material further and **prepare you for exams**. T.A.s will grade these and post your scores on Blackboard. You may turn these in early, but late submissions will **not** be accepted, as we will review the answers to these assignments in class the day they are due.

Final grades will be determined on a 100 point scale, and letter grades will be assigned as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = lower than 60. I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .49 is rounded down). No exceptions will be made to this rule.

NOTE: At no point will we alter your exam, paper, or final grades due to any circumstances. So, at the end of the semester, if you are one point below the cutoff for an A, there is nothing that I or your TA's will do for you to raise your grade.

NOTE: YOU can determine your current grade in the course at any time by dividing your personal total number of points accumulated by the total number of points given out so far. Do NOT use Blackboard to do this; it typically gets it wrong.

Policies/Procedures:

- **Teaching Assistants (T.A.s):** Both you and I are fortunate to have Marie and Kyle – two knowledgeable, professional, and approachable T.A.s – collaborating with us in this class. Half of students will work with Marie (last names A-K); the other half will work with Kyle (last names L-Z). Please email your **T.A.** with **ALL paper-related questions**. Please email **me** with **ALL course content- and homework-related questions**. Please email me if you have any T.A.-related complaints or disputes.
- **Extra Credit:** As listed in the syllabus, you can earn 12 additional points on exams throughout the semester. (That is up to 2.9% added to your **final** grade!) I also will offer additional extra credit opportunities throughout the course, including extra credit for in-class participation.
- **Computers/Electronic Devices in class:** I strongly encourage students to take notes in class. However, I will **NOT** allow students to use a computer to take notes during class, unless the student provides documentation that demonstrates his/her need to use a computer in class. Moreover, using cell phones to text and/or go online during class is rude and not allowed.
- **Lecture Slides:** I do **NOT** post content slides from my lectures online. Also, I participate in **Lecture Capture**, which is a system that records and posts visual and audio information presented during lectures. You can review each lecture online, after it has been recorded. Note that Lecture Capture is available only in select UIC classrooms. So, if it is not available in our classroom, no lecture slides will be posted online. Regardless, before each exam, I will post a compiled list of each lecture's *Points of Emphasis* slide. The purpose of each slide is to outline and organize the major points of lecture. Think of this list as a study aid you can use to prepare for exams.
- **Attendance:** Attendance is not required, but I hope you will attend. Generally speaking, research shows consistent attendance relates to higher class grades.
- **Class Participation:** I hope students will participate in class by asking questions about the lecture and/or reading. The class will be more enjoyable for all if students participate.
- **Empathy and Respect:** Please remember that some of the topics being covered are sensitive, especially given that some of us may have personal experience with some of the psychological tests we are covering. Because of the nature of class content and its potential personal relevance, please be mindful of word choice and try to be as kind and respectful as you can be in our discussions and questions about psychological tests and

disorders. Holding side conversations in class is also not acceptable. If you do not respect these rules, you may be asked to leave class.

- **Cheating, plagiarism, etc:** I will not tolerate cheating, plagiarism or any other form of academic dishonesty. If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an F for the course and the appropriate authorities within the university will be notified. To be clear, **plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.**
- **Academic Misconduct:** No form of reproduction or provision of my course materials, including but not limited to copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces, is permitted. Related, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:
<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>
- **Correspondence:** I encourage students to correspond with me and your TA's via e-mail. We will attempt to answer all student emails within three business days. If we have not responded to your email in three business days, please send us the email again.
- **Disabilities/Special Needs:** I am happy to accommodate special needs for students with disabilities. Students with disabilities should inform me of any needed accommodations. Those who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2103 or drc@uic.edu.
- **Extra Academic Support:** The Academic Center for Excellence (ACE) is a multifaceted academic support program designed to help UIC students accomplish their academic goals. ACE is open to all UIC students, from freshman through graduate level. ACE can be reached at 312-413-0031 or Suite 2900 in Student Services Building.
- **Additional Clinical Resources:** It is not unusual for topics covered in Psychology courses to elicit unexpected issues for students, whether it is for him/herself or for someone else. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at 312-996-3490. All services are completely confidential and free. In addition, UIC has the Office of Applied Psychological Services (OAPS), another on-campus, sliding scale clinic. UIC also offers an InTouch Crisis Hotline available every evening from 6:00pm to 10:30pm, at 312-996-5535.
- **Dropping the Course:** Only you, the student, can initiate the dropping of a course. You can drop a course through Banner up through January 23 with no academic penalty and no 'W' (for Withdrawal) appearing on your transcript. Dropping the course after this date will result in receiving a 'W' on your transcript. You are limited to a total of four 'W's for your entire UIC career.

PSCH340 Spring 2015 Course Schedule:

Class #	Date	Topic	Associated Reading
1	1.13	Class overview and welcome; Review Paper Assignment	Syllabus; Paper Assignment document
2	1.15	Introduction	Chapter 1
3	1.20	Norms & Basic Strategies for Testing	Chapter 2
4	1.22	Correlation & Regression	Chapter 3
5	1.27	Reliability	Chapter 4
6	1.29	Validity	Chapter 5
7	2.3	Writing & Evaluating Test Items	Chapter 6
8	2.5	Homework #1 due by 11am Review homework/Catch-up/In class review for Exam 1	Document on Blackboard Points of Emphasis slides
9	2.10	Exam 1	N/A
10	2.12	Exam Review	
11	2.17	Interviewing Techniques	Chapter 8
12	2.19	Theories of Intelligence & Binet Scales	Chapter 9
13	2.24	The Wechsler Intelligence Scales	Chapter 10
14	2.26	Paper submission #1 due by 11am The Wechsler Intelligence Scales	Paper Assignment document Chapter 10
15	3.3	Projective Personality Tests	Chapter 14
16	3.5	Applications in Clinical and Counseling Settings	Chapter 13
17	3.10	Standardized Tests in Education, Civil Service, and the Military	Chapter 12
18	3.12	Homework #2 due by 11am Review homework/Catch-up/In class review for Exam 2	Document on Blackboard Points of Emphasis slides
19	3.17	Exam 2	N/A
20	3.19	Exam Review	
21-22	3.24-26	Spring Break, no class!	
23	3.31	SPSS Tutorial	Document on Blackboard
24	4.2	Testing in Counseling Psychology	Chapter 16
25	4.7	Testing in Health Psychology and Health Care	Chapter 17
26	4.9	Guest Lecture: Marie Chesaniuk – Psychiatric Epidemiology	N/A
27	4.14	SPSS/Paper question forum in class	N/A
28	4.16	Guest Lecture: Kyle Jones - TBA	N/A
29	4.21	Test Bias	Chapter 19
30	4.23	Final paper due by 11am Testing and the Law	Paper Assignment document Chapter 20
31	4.28	Extra Credit Assignment due by 11am Homework #3 due by 11am Review homework/Catch-up/In class review for Exam 3	Document on Blackboard Document on Blackboard Points of Emphasis slides
32	4.30	Exam 3	N/A

PSCH340 Fall 2014 Paper Assignment: Create your own Personality Survey!

This assignment challenges you to do the following:

1. Review the empirical literature in Psychological Testing on a specific personality construct (e.g. aggression, shyness, impulsivity, etc.).
2. Using what you learn, design a new survey of this construct. Propose 2-3 empirically- or theoretically-supported factors that underlie this trait. Create 15 survey questions with these factors in mind.
3. Administer your survey to at least 30 test-takers.
4. Use SPSS to run a factor analysis of your collected data. Report the results of these and other statistical analyses, e.g. reliability measures of your survey.

Relevant dates* for the paper include:

January 13, in class: You receive the paper assignment and we review it.

February 26, 11am: You must submit, via *SafeAssignment***, an outline that states your test construct, citations from at least three articles on the measurement of your construct, and your 15 unique, specific test questions. (These cannot be duplicates of other surveys' questions.)

March 31, in class: We will review how to run analyses on your survey data using SPSS.

April 14, in class: We will have a question-and-answer session about your SPSS analyses.

April 23, 11am: You must submit, via *SafeAssignment***, your final paper.

*Late submissions for EITHER the February 26 or April 23 deadline will be penalized FIVE points per day from your final paper grade. You will NOT receive a grade for the February submission. You will only receive one, final grade for the paper submitted on April 23. However, submitting an outline on February 26 will allow you to stay on track and receive important feedback about your paper from your T.A. Incomplete submissions on February 26 will be penalized FIVE points.

To save paper, I do not require you turn in hard copies of your paper at any time. If you encounter any difficulties submitting to *SafeAssignment*, you must email your T.A. **immediately to inform them. In this email, attach the document you tried to submit via *SafeAssignment*. If you do not submit on *SafeAssignment*, and you do not email your T.A. with the document attached, you will lose points for submitting late.

NOTE: Your T.A. will provide you feedback on the February 26 submission and “approve” you to print out final copies of your survey. Approval here does not indicate your outline is perfect, but that you are on track to continue. It is up to you to make use of the feedback provided by your T.A. on February 26, **so that you can administer your survey outside of class ASAP.** You ARE encouraged to submit your outline to your T.A. EARLY.

NOTE: You will lose 30 points from your overall paper grade if you do not copy and paste the following tables from your SPSS Output into the final document you submit via *SafeAssignment*: Descriptives, Reliability Statistics (containing both Split-half and overall reliability), Communalities, Total Variance Explained, Factor Matrix (or Rotated Factor Matrix). Below is the complete grading rubric for the final paper. Your T.A.s will use **this** rubric.

PSCH340 Paper Grading Rubric

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Introduction, Survey, and Factors (40 points):

- _____ Selected appropriate test construct and operationalized it (5)
- _____ Reviewed at least three articles on measurement of construct (15)
- _____ Proposed 2-3 *factors* that underlie your construct that are theoretically or empirically supported by your literature review. State these explicitly. (5)
- _____ Composed 15 test items that relate to the construct, that are appropriate for measuring the construct, and that include questions related to each proposed factor of the construct (10)
- _____ Developed consistent and appropriate answer/scoring options for survey questions (5)

Methods & Analysis (50 points):

- _____ Reported Methods, i.e., the Participants, Measure, and Procedure (15)
- _____ Accurately reported the mean and standard deviation for scores on the survey. Reported an interpretive scale based on these scores, e.g. “Scores of 1-5 indicate low aggression; scores of 6-10 indicate high aggression.” (10)
- _____ Correctly reported results of split-half reliability and alpha for the survey (10)
- _____ Correctly reported results of factor analysis (as reviewed in class) (15)

Discussion and Style (30 points):

- _____ Adequately discussed the results of the statistical analyses, including whether or not the proposed factors were supported, the limitations of this survey and study, and suggestions for future research. (15)
- _____ Adequately discussed survey administration, e.g. different administration settings, and consequences for external and internal validity. (5)
- _____ Used correct APA Style throughout the paper (5)
- _____ Used proper spelling, grammar, and formatting throughout the paper (10)

Total (out of 125): _____
Minus late points: _____
Overall total: _____