

Psychological Testing (Fall 2016) PSCH 340

Instructor:

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Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, T 3:30-4:30 pm, or by appointment

Teaching Assistant:

Meghan Fortune, B.S.

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Office/Hours: BSB 1073 / M 10-11 am, or by appointment

Text: Kaplan, R. & Saccuzzo, D. (2013). *Psychological Testing: Principles, Applications, & Issues* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN:978-1133492016

NOTE: Loose Leaf, eBook, or 7th Edition are OK for this course

Meeting Time/Location: TTH 9:30 – 10:45 / Lecture Center Building F1

Credit Hours (3), Prerequisites: C or better in PSCH 242 Intro to Research in Psychology

Course Description: Introduction to principles, applications and controversies of psychological assessment and standardized testing.

Blackboard:

- Course syllabus posted under **Syllabus**
- Additional materials (e.g., homework, consent form) posted under **Materials**
- Shell* PowerPoint slides posted under **Lectures**

*Slides DO NOT contain key points, only figures/graphs and contextual details -
You must come to lecture to fill in missing information on slides

Attendance: This course relies on information presented during class (e.g., SPSS training) that is not available in-text. It will be especially important to attend classes to perform well. If you are unable to attend a class, it is your responsibility to obtain the materials covered. Please inform me of any circumstance that would cause you to miss multiple classes.

Disability Services: If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: <http://drc.uic.edu>

(312) 413-2183 Voice

(312) 413-7781 FAX

DRC Staff Members contact information is available on the Meet the DRC Staff Page

(<http://drc.uic.edu/meet-the-drc-staff>)

Please let me know if there is anything I can do to be helpful!

Academic Dishonesty: Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

EVALUATION: Overview

Type	Points	% Course Grade
Open-Note Quiz 1:	10 pts	
Open-Note Quiz 2:	10 pts	
Homeworks 1-4	40 pts (10 pts each)	
Test Project (2 parts):	60 pts (20 pts, 40 pts)	50%
Section 1 exam:	40 pts	
Section 2 exam:	40 pts	
Section 3 exam:	40 pts	50%
	240 pts	100%

Extra Credit: (1) Creative Project. (2) Extra credit opportunities will be available in-class. The more you attend class, the more likely you will be there for an extra credit opportunity.

Makeup Policy: Makeup exams and quizzes are all-essay format and are substantially more difficult than scheduled exams. It is to your benefit to attend all scheduled quizzes and exams.

Religious/Cultural Holidays: I respect and accommodate all religious/cultural holidays. If a test or quiz conflicts with a holiday, you will not be asked to take the makeup version. However, you must give advanced notice so that accommodations can be made.

Curve: Grades will be scaled when appropriate. Otherwise, grades will be based on the standard 90/80/70/60 scale.

Course Outline: 8/23/2016-12/07/2016

*** Outline subject to change with advanced notice**

-- week 1--

August 23: Course Overview

August 25: Background and History

Reading: Chapter 1

-- week 2--

August 30: Statistics for Testing

Reading: Chapter 2

September 1: Statistics for Testing

Reading: Chapter 2

***September 2, Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via Student Self-Service without receiving W (Withdrawn) grade on academic record. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.**

-- week 3--

September 6: SPSS Training 1

Homework 1 Available (Due Sept. 13)

September 8: Correlation and Regression

Reading: Chapter 3

-- week 4--

September 13: Correlation and Regression

Reading: Chapter 3

Homework 1 Due

September 15: QUIZ 1, SPSS Training 2

Homework 2 Available (Due Sept. 22)

-- week 5--

September 20: Reliability

Reading: Chapter 4

September 22: Reliability

Reading: Chapter 4

Homework 2 Due

-- week 6--

September 27: Validity
Reading: *Chapter 5*

September 29: QUIZ 2, Validity
Reading: *Chapter 5*

-- week 7--

October 4: Test Bias
Reading: *Chapter 19*

October 6: EXAM 1

-- week 8--

October 11: Writing and Evaluating Test Items
Reading: *Chapter 6*

October 13: Test Administration
Reading: *Chapter 7*
Homework 3 Available (Due Oct. 20)

-- week 9--

October 18: Theories of Intelligence: TED Talks
Reading: *Chapter 9*

October 20: Work Day Test Project
Homework 3 Due

-- week 10--

October 25: Theories of Intelligence cont.; Wechsler Scales
Reading: *Chapter 10*

October 27: Wechsler Scales
Reading: *Chapter 10*
Test Project Part I Due

***October 28, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.**

-- week 11--

November 1: Other Tests of Ability: Education and Special Education
Reading: *Chapter 11*

November 3: EXAM 2

-- week 12--

November 8: Election Day: GO VOTE

November 10: Applications in Clinical Settings: Personality Tests

Reading: Chapter 13

Homework 4 Available (Due Nov. 17)

-- week 13--

November 15: Psych Science in Testing: CBT and Other Tests (TA)

Reading: Chapter 15

November 17: Testing in Health Care

Reading: Chapter 17

Homework 4 Due

-- week 14--

November 22: Interests & Tests in Workplace

Reading: Chapter 16 & 18

November 24: Thanksgiving

-- week 15--

November 29: Knowledge Detection

Test Project Part II Due

December 1: Creative Projects Due

-- Week 16: Final Exam Week

Wednesday December 7, 10:30-12:30: EXAM 3

EXTRA CREDIT: Creative Project

The purpose of this project is to give students an opportunity to demonstrate substantial knowledge of a course topic through creative means. Students may be awarded up to 10 points extra credit. Students will be judged on the degree to which they demonstrate knowledge of a topic (up to 5 points) and their creativity in demonstrating this knowledge (up to 5 points). Group projects (up to 5 students) are allowed only for those doing performance-based activities; these should not exceed 5 minutes. Individual projects can be submitted in-class and do not have to be performed.

NOTE: All creative projects are due by class time. No exceptions.

Test Project (Part I): Due October 27

TOPIC: How are the beliefs of your generation different from those of your parents' generation? You are constructing an "attitude assessment" to differentiate these two cohorts.

Step 1: Choose 2 of the following 4 categories:

Social/Political, Financial, Religious/Cultural, Family/Marriage

Step 2: For your first category: Compose 5 Likert-type statements that an individual from your generation is likely to agree with but an individual from your parents' generation is likely to disagree with. Next, compose 5 Likert-type statements that an individual from your generation is likely to disagree with but an individual from your parents' generation is likely to agree with.

Step 3: Do the same thing for your second category.

NOTE: Statements should cover as wide a range of topics as possible - this will impact grades.

Write-up: Instructions

WRITE-UP: Type-up the 20 Likert-type statements (make sure they are labeled) and a brief rationale (1 to 3 sentences) for the responses you expect.

For example:

Family/Marriage Disagree 1

1. Adulthood is defined by getting married and having children.

Strongly Disagree.....Disagree.....Neutral.....Agree.....Strongly Agree

My generation would disagree with this statement whereas my parents' generation would agree because my generation places more emphasis on independence and academic achievement when defining adulthood.

FORMAT: No Length Requirement. Double Spaced, 12 pt font, 1 inch margins.

SUBMISSION: (1) A printed hardcopy of your write-up should be submitted in-class. (2). An electronic copy of your write-up should be submitted through Safe Assign on Blackboard.

GRADING:

1 point (20 total): Each unique and well-conceived statement with a reasonable rationale.

-1 pt: Hardcopy not stapled.

-3 pts: Each significant spelling/grammatical error.

-5 pts: Failing to submit both hardcopy and copy through Safe Assign.

-5 pts: Each instance of failing to follow other format requirements or assignment instructions.

Test Project (Part II): Due November 29

Step 1. Locate 10 individuals from your generation and 10 individuals from your parents' generation. Match your groups across demographics as best you can (e.g., similar ratio of women/men in both groups).

Step 2. Obtain consent (**NOTE: consent form provided on blackboard**) from your participants to take your attitude assessment and use their responses for a class assignment.

Step 3. Remove the rationales and randomize your statements. Afterward, administer your assessment to your 20 participants.

Step 4. Assess the internal-consistency reliability of your attitude assessment by using SPSS to compute Cronbach's Alpha.

Step 5. Assess the effectiveness of each statement by using SPSS to compute Item-Total Statistics.

Step 6. Assess the relationship between attitudes (i.e., total Likert score) and participant cohort (i.e., your generation vs. parent generation) by using SPSS to compute a point-biserial correlation.

Write-up: Instructions

FORMAT:

Write-up: 2 Pages, Double Spaced, 12 pt font, 1 inch margins.

Output: (1) Cronbach's Alpha, (2) Item-Total Statistics and (3) Correlation Coefficient.

SUBMISSION:

A printed hardcopy of your project should be submitted in-class. This includes: (1) the 2-page paper, and (2) the statistical output on a separate page.

WRITE-UP:

In one paragraph, briefly describe your reasoning for choosing your categories to differentiate these two cohorts.

Report Cronbach's Alpha and give your interpretation of this finding.

Report the two most effective and two least effective questions in your test. Indicate how you determined the effectiveness of these questions. Comment on why you think these questions were or were not effective.

Report your correlation finding using APA format and give your interpretation of this finding.

In one to two paragraphs, summarize what your attitude assessment and analyses showed, comment on any limitations of your study (outside of increased sample size) and indicate how you could improve the effectiveness of your assessment going forward.

GRADING:

NOTE: This paper is 1/6 of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill and it applies to almost every professional context.

10 points: Overall quality of writing, specifically introductory and concluding paragraphs.

10 points: Reporting and interpretation of Cronbach's Alpha.

10 points: Reporting and interpretation of Item-Total Statistics.

10 points: Reporting and interpretation of Correlation.

-1 pt: Hardcopy not stapled.

-3 pts: Each significant spelling/grammatical error.

-5 pts: Submitting paper over 2 pages or more than one line fewer than 2 pages.

-5 pts: Each instance of failing to follow other format requirements or assignment instructions.