

## Psychological Testing (Spring 2017) PSCH 340

**Instructor:**

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

**Teaching Assistant:**

Meghan Fortune, B.S.

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Office/Hours: BSB 1073 / W 12-1 pm, 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 11:00 – 12:15 / Lecture Center Building D5

**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**
- Homework assignments and data posted under **Homework**
- Additional course materials (e.g., 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:** 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: 01/10/2017-04/27/2017**

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

-- week 1--

**January 10:** Course Overview

**January 12:** Background and History

Reading: *Chapter 1*

-- week 2--

**January 17:** Statistics for Testing

Reading: *Chapter 2*

**January 19:** Statistics for Testing

Reading: *Chapter 2*

**\*January 20, 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--

**January 24:** SPSS Training 1

**Homework 1 Available (Due Jan. 31)**

**January 26:** Correlation

Reading: *Chapter 3*

-- week 4--

**January 31:** Correlation and Regression

Reading: *Chapter 3*

**Homework 1 Due**

**February 2:** QUIZ 1, SPSS Training 2

**Homework 2 Available (Due Feb. 9)**

-- week 5--

**February 7:** Reliability

Reading: *Chapter 4*

**February 9:** Reliability

Reading: *Chapter 4*

**Homework 2 Due**

-- week 6--

**February 14: QUIZ 2, Validity**  
Reading: *Chapter 5*

**February 16: Validity**  
Reading: *Chapter 5*

-- week 7--

**February 21: EXAM 1**

**February 23: Test Bias**  
Reading: *Chapter 19*

-- week 8--

**February 28: Theories of Intelligence: TED Talks**  
Reading: *Chapter 9*

**March 2: NA**

-- week 9--

**March 7: Writing and Evaluating Test Items**  
Reading: *Chapter 6*

**March 9: Work Day Test Project**

-- week 10--

**March 14: Theories of Intelligence cont.; Wechsler Scales**  
Reading: *Chapter 10*

**March 16: Wechsler Scales**  
Reading: *Chapter 10*  
**Test Project Part I Due**

**\*March 17, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.**

**--March 20–24: Spring Break. No Classes--**

-- week 11--

**March 28:** Test Administration  
Reading: *Chapter 7*

**March 30: EXAM 2**

-- week 12--

**April 4: Analysis for Final Paper/** Other Tests of Ability: Education and Special Education  
Reading: *Chapter 11*  
**Homework 3 Available (Due April 11)**

**April 6:** Applications in Clinical Settings: Personality Tests  
Reading: *Chapter 13*

-- week 13--

**April 11:** Psych Science in Testing: CBT and Other Tests (TA)  
Reading: *Chapter 15*  
**Homework 3 Due**

**April 13:** Testing in Health Care  
Reading: *Chapter 17*  
**Homework 4 Available (Due April 18)**

-- week 14--

**April 18:** Interests & Tests in Workplace  
Reading: *Chapter 16 & 18*  
**Homework 4 Due**

**April 20:** Knowledge Detection

-- week 15--

**April 25: Flex Day**  
**Test Project Part II Due**

**April 27: EXAM 3**

## Test Project (Part I): Due March 16

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

You will compose Likert-type statements that you believe individuals from your generation would agree with but those from your parents' generation would not.

These statements will cover the following general topics: (1) Social/Political, (2) Financial, (3) Religious/Cultural, (4) Family/Marriage.

You will compose 5 statements for each topic, giving you a total of 20 statements.

**WRITE-UP:** Type-up the 20 statements and make sure they are labeled as shown below.

*For example:*

### Family/Marriage

1. You do not have to get married to become an adult.
2. ....
3. ....
4. ....
5. ....

### Financial

1. ....

**SUBMISSION:** (1) A printed hardcopy of your write-up will be submitted in-class. (2). Your write-up will also be submitted through Safe Assign on Blackboard by class time.

**GRADING: 1 point (20 total):** Each unique and well-conceived statement.

**-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.

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## Test Project (Part II): Due April 25

**NOTE: Do not begin Part II until you have received your graded Part I.**

### ADMINISTRATION:

*Step 1.* Locate 10 individuals from your generation and 10 individuals from your parents' generation, for a total of 20 participants. 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 topic headings and randomize your statements.

*Step 4:* Insert the Likert-type agreement scale under each statement:

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

*Step 5:* Administer your assessment to your participants.

### ANALYSIS:

*Step 1.* Assess the internal-consistency reliability of your attitude assessment by using SPSS to compute Cronbach's Alpha.

*Step 2.* Assess the effectiveness of each statement by using SPSS to compute Item-Total Statistics.

*Step 3.* 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.

### FORMAT:

**Write-up:** Exactly 2 Pages, Double Spaced, 12 pt or 11 pt font, 1 inch margins.

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

### SUBMISSION:

(1). Your project will be submitted through Safe Assign on Blackboard by class time. This includes the 2-page paper and the statistical output on a separate page.

(2). Your consent forms and participant raw data will be stapled or paper-clipped and submitted in-class.

## WRITE-UP:

Type your name in the top left corner. DO NOT include any other information (e.g., date, my name, your homeroom).

Briefly (a short paragraph) describe what you believe is the single most important attitude difference between your generation and your parents' generation.

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 or two paragraphs, summarize what your attitude assessment and analyses showed.

In one paragraph, comment on the main limitation(s) 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 a significant part of your final grade; 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 that applies to many professional contexts.**

**10 points:** Overall quality of writing

**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:** Consent Forms/Questionnaires not stapled or clipped.

**-3 pts:** Each significant spelling/grammatical error.

**-5 pts:** Submitting paper over 2 pages or under 2 pages.

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