This is an introductory course in psychological testing and assessment. This course will introduce students to a wide variety of subjects related to the history and varied applications of psychological testing. Students will be introduced to a wide variety of tests commonly used to measure human intelligence, personality, academic achievement and vocational interests. Considerably attention will be given to test construction, reliability, validity and descriptive statistics. Testing standards and the ethical use of tests will be addressed.

COURSE OBJECTIVES AND INTENDED OUTCOMES:
Students will improve their knowledge and understanding of the characteristics and uses of a wide variety of psychological tests and assessment and measurement in society.
Learner outcomes will include but not be limited to the following:
understanding the characteristics of norm-referenced and criterion referenced tests
knowing how to conduct a behavioral assessment
knowing the history of psychological testing
understanding the constructs of intelligence and meaning of IQ
knowing the characteristics and uses of personality and vocational testing
understanding the techniques for administering and scoring psychological tests
Describing the concepts of reliability and validity
Describing scales of frequency distribution and measures of variability

TEXT: Cohen, Ronald J. and Swerdlik, Mark E. PSYCHOLOGICAL TESTING AND ASSESSMENT: AN INTRODUCTION TO TESTS AND MEASUREMENT 8th ed.

COURSE CONTENT AND METHODS OF INSTRUCTION: Through readings, lectures, discussion and application students will learn about the characteristics and wide-ranging uses of psychological tests.

ATTENDANCE: As this course will be experiential with practice exercises and daily quizzes, attendance is important.

EXAMINATIONS: There will be two tests; a midterm and a final

TOPIC PAPERS: Two topic papers will be assigned. Complete each paper in accord with the provided instructions. Each paper will be worth 50 points. Ten points will be deducted for each paper not completed on the due date. All papers are to be typed with double spacing.

QUIZZES: There will be 12 quizzes. Quizzes will be administered at the end of selected classes. The 10 questions for each quiz will be taken from the chapter readings for that class and from that day’s class lecture. No makeup will be provided. The highest 10 scores will be utilized in determining the grade for the course.

LAPTOPS: Students are invited to bring their laptops to class.
GRADING:
Topic papers  100 
Quizzes 100 
Midterm exam 100 
Final exam 100 
Total possible points 400 

GRADES: Grades will be based on the student’s acquired total points.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Points</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<tr>
<td>386-400</td>
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<td>373-385</td>
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<td>292-304</td>
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<td>280-291</td>
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<td>252-264</td>
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</tr>
</tbody>
</table>

USF Policies

- **Withdrawal from Course:** The last day to drop this course with a W and no academic penalty will be Nov. 1.

- **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

- **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 941-359-4714 disabilityservices@sar.usf.edu;http://www.usfsm.edu/students/disability/

- **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

- **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct. Occurrences of academic disruption should be addressed by the professor (depending on the situation, the student may be asked to leave or security may be called). Following the incident, the professor should establish with the student terms for continued course participation, and the professor should also submit a report to the dean. The consequences to the student can range from an administrative reprimand to suspension from USF.

- **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

- **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Chapter Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25-Aug.</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td></td>
<td>1-Sep.</td>
<td>Labor Day No Class</td>
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<td>2</td>
<td>8-Sep.</td>
<td>The Role of Measurement in Society</td>
<td>1+2</td>
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<td></td>
<td>Historical and Ethical Considerations Quiz</td>
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<tr>
<td>3</td>
<td>15-Sep.</td>
<td>Scales of Measurement Quiz</td>
<td>3</td>
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<tr>
<td>4</td>
<td>22-Sep.</td>
<td>Assumptions about Psychological Testing and Reliability Quiz</td>
<td>4+5</td>
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<tr>
<td>5</td>
<td>29-Sep.</td>
<td>Validity Quiz</td>
<td>6</td>
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<tr>
<td>6</td>
<td>6-Oct.</td>
<td>Utility and Test Development Quiz</td>
<td>7+8</td>
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<td>7</td>
<td>13-Oct.</td>
<td>Midterm</td>
<td></td>
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<tr>
<td>8</td>
<td>20-Oct.</td>
<td>Intelligence Quiz</td>
<td>9</td>
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<td>9</td>
<td>27-Oct.</td>
<td>Tests of Intelligence Quiz</td>
<td>10</td>
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<tr>
<td>10</td>
<td>3-Nov.</td>
<td>Educational Assessment Quiz</td>
<td>11</td>
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<td>11</td>
<td>10-Nov.</td>
<td>Personality Quiz</td>
<td>12</td>
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<tr>
<td>12</td>
<td>17-Nov.</td>
<td>Personality Assessment Quiz</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>24-Nov.</td>
<td>Clinical and Counseling Assessment Quiz</td>
<td>14</td>
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<tr>
<td>14</td>
<td>1-Dec.</td>
<td>Neuropsychological Assessment Quiz</td>
<td>15</td>
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<tr>
<td>15</td>
<td>8-Dec.</td>
<td>Final Exam</td>
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</table>
TOPIC PAPERS

A major component of this course is the completion of two topic papers. These two assignments provide opportunities for each student to demonstrate their knowledge of concepts that are essential in understanding the practical uses of psychological tests and their uses in everyday life. The papers are intended to prompt the critical thinking that is relevant to psychological research. Through the completion of the two topic papers each student will demonstrate their ability to write effectively.

TOPIC PAPER #1

Test Critique of Intelligence with Self-Assessment Report due: November 10

Begin by selecting a test of intelligence. Collect the following information:

Test, author, publisher, forms available, date of publication, description of the best uses of the test, normative data, reliability and validity, training required to administer test

Obtain comments of two or more reviewers of these tests and document the source of your reviewers. Consider searching MENTAL MEASUREMENTS YEARBOOKS AND TEST CRITIQUES, JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT and JOURNAL OF CLINICAL PSYCHOLOGY. Include in your topic papers a summary statement of the design and content of the test and comment on the adequacy of the test as a measure of what it is designed to measure. In completing these critiques do not report on the Stanford-Binet or the Wechsler tests.

In consideration of your test critiques and from information provided in the text and class provide a self-assessment. With the self-assessments provide information regarding facets of your intellectual abilities and skills.

For the purpose of this paper focus on the basic cognitive/intellectual processes that are shared by all persons. Think about how these processes have influenced your ability to take in information from the world and to use that information to problem solve and understand the external world.

In order to prepare for the task of writing this paper read the chapters on intelligence and consider the information you have gleaned from the Test Critiques. Consider a variety of intellectual skills/abilities and report on at least five of your choosing. Specific abilities to consider include but not limited to the following: language, visual-perceptual/spatial reasoning, visual-motor integration, attention/concentration, memory, knowledge, reasoning, and speed of performance.

In addition to the aforementioned, report on your estimate of g (general intelligence) and the degree to which your present intellectual abilities were inherited and/or acquired through experience.

COMPONENTS OF TOPIC PAPER #1

1. Introduction to paper – test chosen and rationale for choice
2. Information about the test – see syllabus
3. Information from two or more reviewers – cite sources
4. Summary statement – a personal evaluation of the usefulness and value of the selected test
6. Report on five or more specific intellectual skills/abilities and provide real life examples of how these have influenced your abilities to take in information and to problem solve and understand the external world.
7. Report on your estimate of g.
8. Provide analysis of your intellectual abilities and to what extent these abilities were inherited or acquired.
9. Summary statement for this paper

NOTE: In completing this paper use your personal authentic voice while citing all sources.

TOPIC PAPER #2

Test Critique of Personality with Self-Assessment

Report due: December 1

Begin by selecting a test of personality. Collect the following information:

Obtain comments of two or more reviewers of these tests and document the source of your reviewers. Consider searching MENTAL MEASUREMENTS YEARBOOKS AND TEST CRITIQUES, JOURNAL OF PSYCHOEDUCATIONAL ASSESSMENT and JOURNAL OF CLINICAL PSYCHOLOGY. Include in your topic papers a summary statement of the design and content of the test and comment on the adequacy of the test as a measure of what it is designed to measure. In completing these critiques do not report on the Rorschach, MMPI or TAT.

In consideration of your test critiques and from information provided in the text and class provide a self-assessment. With the self-assessment provide information regarding dimensions of your specific personality traits. In completing this paper use your personal authentic voice while citing all sources.

For the purpose of this paper focus on what you believe to be core personality traits that are part of what makes you similar with others yet uniquely different from everyone else. Report from your experiences, for example: family experiences, birth order, acculturation, peer relationships, intelligence, and physical attributes that may account for who you are today.

In order to prepare for the task of writing this paper read the chapters on personality and consider the information gleaned from the Test Critique. Consider a variety of personality traits/types and report on at least five of your choosing. Examples to consider but not limited to the following: type A-type B, extroversion, neuroticism, openness, agreeableness, conscientiousness, and temperament.

In addition to the aforementioned, report on self-esteem and grit and the degree to which your personality was inherited or acquired through life’s experiences.

COMPONENTS OF TOPIC PAPER #2: TEST CRITIQUE OF PERSONALITY WITH SELF-ASSESSMENT

1. Introduction to paper – test chosen and rationale for choice
2. Information about test – see syllabus
3. Information from two or more reviewers – cite sources
4. Summary statement – a personal evaluation of the usefulness and value of the test
5. Report on theories of personality
6. Report on five or more personality traits/types
7. Report on self-esteem and grit from tests provided
8. Report on analysis of your constellation of personality traits and to what extent the characteristics of your personality are inherited or acquired
9. Summary statement for this paper

Personality Tests: Myers Briggs Type Indicator, Keirsey Temperament Sorter, 16 PF Questionnaire, Five Factor Personality Inventory, The Winslow Personality Profile, Eysenck Personality Questionnaire, Revised NEO Personality Inventory, Piers-Harris Self Concept Scale, NEO PI-R, Beck Depression Inventor Personality Inventory-Revised, Edwards Personal Preference Schedule, State-Trait Anxiety Inventory, Self-Directed Search, Strong Interest Inventory