

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA in Counseling Psychology
Syllabus
Course Title
Introduction to Psychological Testing
Course Number PC6240
Spring Semester 2008

Instructor: Dr. Russell A. Chapman, Ph.D.

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Office Hours: Mondays & Tuesdays 9 AM -12 PM and Thursday by appointment.

All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.

Required Texts:

Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing: Principles, Applications, and Issues, 6th Edition*. Belmont, CA: Wadsworth/Thomson Learning. ISBN: 0534633064

Dana, R. (1993). *Multicultural Assessment Perspectives for Professional Psychology*. Needham Heights, MA: Allyn & Bacon. ISBN: 0205140920

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Spring Full Term (15 week courses): March 17, 2008

Spring First Session (7 ½ week courses): February 11, 2008

Spring Second Session (7 ½ week courses): April 3, 2008

Course Description:

This survey course is designed to provide students with a basic understanding of the core concepts related to psychological tests, their psychometric properties, and applications. Basic statistical concepts will be covered to facilitate an understanding of reliability, validity, scaling and norming in test construction, and test results; statistical concepts will be taught in a manner to support the student in understanding and appreciating the meaning of test results. Students will also become familiar with the more commonly used assessment tools and their functions as well as limitations. The implications of test results, the making of referrals for testing, and the impact of cultural and ethical issues will also be covered to enable students to effectively utilize psychological testing in mental health settings.

LEARNING OBJECTIVES: After Completing the Course Students will be able to:

- 1) develop a fundamental knowledge of commonly-used psychological tests in each area of

- functioning and will understand the appropriate uses for psychological testing.
- 2) demonstrate their understanding of the statistical and psychometric concepts necessary for comprehending test results and psychological assessment reports.
 - 3) apply critical thinking to both the process of psychological testing as well as to the information it provides.
 - 4) develop an understanding of the cultural and ethical considerations in using psychological tests.

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply

ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Attendance:

All students are required to attend all fact-to-face meetings. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an “A” in the course.

Course Requirements:

The course requirements are two reflection papers, weekly chapter quizzes, and a group paper presented/final paper due during the last two or three classes.

Online Text Quiz:

The quizzes in this course will be administered after each week of the course. The quizzes will be 25-50 multiple choice or true/false questions. All quizzes will be “take-home” and you will have one week to complete them. We will grade all quizzes in class and you will know your score before leaving class the following week. The quizzes will be based on theoretical perspectives presented in the textbooks and class discussion. The dates of the quizzes are stated on the weekly schedule of this document.

Reflection Paper:

This is an independent assignment based on reflecting on the course material discussed and reviewed. These papers need to be at least 3-4 pages in length. This reflection papers will be due at midterms and finals. The dates are included in the syllabus. These papers should answer the following questions: (1) What did I learn from the textbook or class discussion; (2) What theoretical material proved to have

significant value for me and why?; (3) How can I take what I have learned in class discussion and the textbook and use it in my present or future career/life. The papers must be done in APA format. This means at minimum you must have the correct title page, level headings, paraphrasing, headers and footers, and reference page. There will be no need for an abstract page. If you need help with this requirement, please see your instructor. It is mandatory that these papers be turned in as an e-mail attachment and you can consider your paper received upon receipt of a reply from your professor that states "I have received it." Please make sure these reflection papers are in either a Microsoft word document or "text-rich" file format.

Final Paper/Presentation Guidelines:

The final paper will be a group project. You are encouraged to be in groups of 4 to 5, but I do allow groups with more or less depending on the circumstances. I also allow "groups-of-one." However, any student requesting to be in a group-of-one must realize that she or he will be expected to do the same level of work/performance as a group of five. The purpose of this assignment is for each group to pick a standardized test e.g. Binet Scales, WISC, WPPSI-III, Beck's Depression Scale, etc, and examine it through the concepts introduced in this course. All topics must be instructor approved so not to duplicate a topic presented in class. The paper and or presentations should cover the following areas; (1) Basic history of the test, (2) the basic construction of the test, (3) the statistical analysis (how the test is best reported and how is that report illustrated), (4) the reliability and validity of the test (report back on research studies previously performed with this test, (5) an evaluation of how the test is written and evaluated, (6) the administration of the test and by which interviewing technique and (7) final overall discussion summary regarding your findings. This paper must be 15 to 20 pages, double spaced and in APA format as stated above, with the addition of an abstract page. The due dates are stated in the weekly schedule of this document. It is mandatory that these papers be turned in online in a Microsoft word document or "text-rich" file format. As part of this requirement groups are expected to present their papers in an informal presentation format. We will do a "round table discussion" with you talking about your findings and papers. The presentation portion of this requirement is worth 50% of the total requirement.

<u>Week</u>	<u>Topics & Readings</u>
Week 1: Jan 9th	Introduction to psychological testing, Norms & Statistics for Testing <u>Readings:</u> Psychological Testing pages 1-61 Multicultural Perspective pages (Weekly Quiz)
Week 2: Jan 16 th	<u>Readings:</u> Psychological Testing pages 62-156 Multicultural Perspective pages (Weekly Quiz)
Week 3: Jan 23rd	Correlation and Regression & Reliability & Validity <u>Reading:</u> Psychological Testing pages 62-156 Multicultural Perspective pages (Weekly Quiz)
Week 4: Jan 30th	Correlation and Regression & Reliability & Validity <u>Reading:</u> Psychological Testing pages 62-156 Multicultural Perspective pages

(Weekly Quiz)

- Week 5:** Writing and Evaluating Test Items & Test Administration
Feb 6th
Reading: Psychological Testing pages 157-200
Multicultural Perspective pages
(Weekly Quiz)
- Week 6:** Writing and Evaluating Test Items & Test Administration
Feb 13th
Reading: Psychological Testing pages 157-200
Multicultural Perspective pages
(Online Weekly Quiz)
- Week 7:** Interviewing Techniques & Theories of Intelligence and the Binet Scales
Feb 20th
Reading: Psychological Testing pages 201-251
Multicultural Perspective pages
(Weekly Quiz)
Midterm Reflection Paper Due
- Week 8:** Interviewing Techniques & Theories of Intelligence and the Binet Scales
Feb 27th
Reading: Psychological Testing pages 201-251
Multicultural Perspective pages
(Weekly Quiz)
- Week 9:** The Wechsler Scales & Applications in Clinical and Counseling Settings
March 5th
Reading: Psychological Testing pages 252-277 & 347-389
Multicultural Perspective pages
(Weekly Quiz)
- Week 10:** Projective Personality Tests & Tests Based on Psychological Science and the
March 12th New Age of Computers
Reading: Psychological Testing pages 390-450
Multicultural Perspective pages
(Weekly Quiz)
- Week 11:** Testing in Counseling Psychology & Test Bias
March 19th
Reading: Psychological Testing pages 452-474 & 538-572
Multicultural Perspective pages
(Weekly Quiz)
- Week 12:** Ethics and the Future of Psychological Testing
March 26th
Reading: Psychological Testing pages 611-633
Multicultural Perspective pages
(Weekly Quiz)
- Week 13:** **Course Overview**
April 2nd **Final Reflection Paper Due**

Week 14: Group Presentations/Final Papers
April 9th

Week 15: Group Presentations/Final Papers
April 16th

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate

feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing:

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive

accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.