

# Argosy University—San Francisco Bay Area

## COURSE SYLLABUS

### *PC6240 Introduction to Psychological Testing* *Spring 2009 Section BLB [blended format]*

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**Class Hours:** March 14 and 15; April 4 and 5 (9:00am – 5:00pm)  
Weekly online instruction: March 5 – April 25

**Faculty Information:** Susan Guzzo, Psy.D.  
Email: [sguzzo@argosy.edu](mailto:sguzzo@argosy.edu)  
Phone: 510/282-0680  
Office hours by appointment

**Course Pre-requisites:** None

#### **Course Description:**

This survey course is designed to help students understand the basic concepts of psychological assessment, its purpose, and its clinical applications. Students will become familiar with commonly used assessment tools and their functions, and their psychometric properties. Basic statistical concepts will be covered to facilitate an understanding of reliability, validity, scaling and norming in test construction, as a foundation for assessing tests and test results. The implications of assessment for different populations based on age, ethnicity, and stages of development will also be covered. Thoughtful consideration to the implications of test results, the making of referrals for testing, and the impact of cultural and ethical issues will enable students to effectively utilize psychological assessment information in mental health settings.

#### **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 Session I (7.5 week courses): February 13, 2009

**Spring Session II (7.5 week courses): April 6, 2008**

Spring Full Term (15 week courses): March 18, 2008

#### **Required Textbook:**

Kaplan, R. M., & Saccuzzo, D. P. (2008). *Psychological Testing: Principles, Applications, and Issues, 7<sup>th</sup> Edition*. Belmont, CA: Wadsworth.

ISBN-13: 978-0495095552

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or

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

ISBN: 0534633064

*Use of the 6<sup>th</sup> edition is acceptable for this class, and much less expensive.*

**Course Length:** 7.5 weeks  
**Contact Hours:** 22.5 hours  
**Credit Value:** 3.0

### **Course Objectives**

1. Students will develop a fundamental knowledge of commonly-used psychological tests in the areas of cognitive and personality functioning. Students will also become exposed to a broad range of self-report inventories and measures available in clinical practice.
2. Students will demonstrate a solid understanding of the statistical and psychometric concepts necessary for comprehending test results and psychological assessment reports.
3. Students will be able to apply critical thinking to both the process of psychological testing as well as to the information it provides.
4. Students will be able to identify appropriate and non-appropriate uses of assessment tools and results for clients of different cultures, language fluency, and stages of development.
5. Students will consider the ethical implications of using psychological assessment.

### **Course Requirements:**

This course is taught in a blended format that involves in-class didactic and group learning experiences paired with posted lecture material, discussion groups, and assignments. Online course curriculum will be presented through the Argosy Internet eCollege platform. Throughout the duration of the course, students will be expected to read the required texts, participate in online discussions, and complete all assignments as indicated; students will also be expected to participate meaningfully to class discussions and exercises.

Assignments should be submitted through the appropriate Dropbox in eCollege and are due by 5pm Pacific Time on their respective due dates. **No late work will be accepted without prior permission from the instructor.** In addition, Argosy's plagiarism policy is strongly in effect in my classes. **All assignments must be completed in order to pass the course.**

Since online discussion is the heart of effective online learning, students are expected (i.e., required) to post to the discussion board to demonstrate their full engagement with the material (a minimum of three times per week). Students will respond to the weekly discussion thread presented, respond to classmates' ideas in a thoughtful manner, and/or start a new discussion thread that relates to the material in some manner.

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## **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.

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## **Schedule and Content Areas:**

### Week 1: Introduction to Psychological Testing

Read Chapter 1 and answer the intro questions posted on the Discussion forum.

Read Chapters 2, 4, and 5 (skim 7 and 8) in preparation for the first weekend class.

#### ➤ Weekend 1

### Week 2: Measures of Intelligence

Read Chapters 9 and 10.

Exam on Week 1 material

### Week 3: Ability, Achievement, and Aptitude Tests

Post your choice of assessment measure for the presentation.

Read Chapters 11 and 12.

### Week 4: Structured personality measures

Read Chapter 13.

#### ➤ Weekend 2

In-class presentations

### Week 5: Projective personality measures

Read Chapter 14.

### Week 6: Specialized assessment measures of other functioning

Read Chapters 17 and 18.

### Week 7: Cultural and ethical issues related to testing

Read Chapter 19 and 21.

Paper due

Final Exam

## **Student Performance Evaluation Criteria and Procedures:**

Students will be evaluated in the following areas:

Presentation (10%)

Paper (25%)

Final Exam (20%)

Class Assignments/Exams (15%)

Weekend Participation (10%)

Online Participation (20%)

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### Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not participate</b> in class discussions.

### Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.

### Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out, and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , or paper not submitted

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## Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

## 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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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.

In addition, 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](http://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.

## ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

**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.**

## 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.

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