

# Argosy University—San Francisco Bay Area

## COURSE SYLLABUS

### *PC6240 Introduction to Psychological Testing* *Spring 2010 Section BLA [blended format]*

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**Class Hours:** January 16 and 17; February 13 and 14 (9:00am – 5:00pm)  
Weekly online instruction: January 11 – March 3

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

**Argosy Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

**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.

**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

**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

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

**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, 2009

**Spring First Session (7 ½ week courses): February 11, 2009**

Spring Second Session (7 ½ week courses): April 3, 2009

**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 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.**

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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.

### **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.

## **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.

### 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.

### Week 5: Projective personality measures

Read Chapter 14.

### ➤ Weekend 2

In-class presentations

### 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 (20%)

Weekend Participation (5%)

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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### Rubric for Grading Papers:

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"><li>• well thought out with proper grammar/writing skills</li></ul> AND <ul style="list-style-type: none"><li>• in appropriate APA format</li></ul> AND <ul style="list-style-type: none"><li>• provides <b>excellent</b> coverage of material</li></ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"><li>• well thought out with proper grammar/writing skills</li></ul> BUT <ul style="list-style-type: none"><li>• is missing one component of APA format</li></ul> OR <ul style="list-style-type: none"><li>• coverage of material is <b>adequate</b></li></ul>
C = 70 – 79	Paper has <ul style="list-style-type: none"><li>• <b>poor</b> grammar/writing skills present</li></ul> OR (one or more of the following) <ul style="list-style-type: none"><li>• APA format is <b>inadequate</b></li><li>• Insufficient number of references provided</li><li>• <b>limited</b> coverage of material</li></ul>
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"><li>• disorganized</li><li>• coverage is not adequate</li><li>• does not conform to APA format</li><li>• there is evidence of <b>plagiarism</b></li><li>• paper not submitted</li></ul>

### 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

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## **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 Policies**

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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<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.

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 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

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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.

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