PSYCHOLOGICAL ASSESSMENT
PSY 301

PROFESSOR: Dr. Kirk M. Lunnen
CLASS TIME: 8:10 MWF
ROOM: HSC 166, HSC 140
OFFICE: HSC 135; ex7203
OFFICE HOURS: MWF 9:15-10:15, or by appointment
E-MAIL: lunnenkm@westminster.edu

TEXT:

Cohen, R. J. & Swerdlik, M. E. (2011). Psychological Testing and Assessment. (8th Edition). Boston: McGraw Hill.

Gould, S. J. (1996). The Mismeasure of Man. New York: W. W. Norton & Company.

ADDITIONAL READINGS:

- Barak, A. & English, N. (2002). Prospects and limitations of psychological testing on the Internet. Journal of Technology in Human Services, 19 (2/3), 65-89.
- Herrnstein, R. J. & Murray, C. (1994). Afterward. The bell curve: The reshaping of American life by differences in intelligence. (pp. 553-575). New York: Free Press.
- Sternberg, R. J. (1996). What should we ask about intelligence? American Scholar, 65, 205-218. (Available in class folder on the R: drive)
- Licht, M. H. (1995). Multiple regression and correlation. In L. G. Grimm & P. R. Yarnold (Eds.), Reading and understanding multivariate statistics (pp. 19-64). Washington DC: American Psychological Association.

COURSE DESCRIPTION: The course provides a survey of key areas of relevance in psychological assessment across a variety of settings. As an introduction to psychological assessment, the course tackles the fundamental goals and principles of psychological assessment in both applied and theoretical contexts.

COURSE OBJECTIVES: The primary goals of this course are to provide a basic understanding of current and historical psychological assessment practices and increase students' basic research, writing, and critical thinking skills. Upon completion of the course the student should:

- Demonstrate mastery of the fundamental principles and assumptions of psychological assessment
- Gain an understanding of methods used to develop, evaluate, and utilize psychometrically sophisticated assessment tools
- Learn to critically analyze the theories, research results, and techniques used in psychological assessment
- Learn to communicate effectively using appropriate psychological style in written and verbal reports of psychology research applications

- Become versant in fundamental issues (and controversies) in the history of human psychological assessment and quantification

COURSE REQUIREMENTS:

Assignment	**Proportion of Grade**
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final	15%
Quiz/Attendance	10%
Lab Assignments/Activities	15%
Group Project	15%

Grading: The course will use the following scale

GRADE	PERCENTAGE
A	93 to 100
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
F	0 to 59

Examinations: There will be three midterm examinations and one final examination. The midterms will consist of both objective and subjective items (including short answer and essay questions) covering material from the text and lecture covered since the previous midterm. The Final will be comprehensive and will likewise include both objective and subjective items. If you have a conflict with an exam you must notify me at least 24 hours in advance. If an exam is missed, and I am not notified in advance, you will receive a zero for that exam. Make-up exams will only be given for the following reasons: (1) sickness—you must provide a note from the health center (or other healthcare provider) verifying your illness, (2) a family emergency/crisis/death—must be verified by the Dean of Student Affairs. **All make-up examinations will be given on Monday, April 30 at 9:20.**

Quizzes: During each class period you may be given a short quiz pertaining to the assigned reading material for the lecture that day. The purpose of these quizzes is (a) to enhance your level of preparation for classroom discussion and (b) increase preparation for the midterms. Quizzes missed due to unexcused absence will be given a zero (see exam policy listed above).

Lab Activities: The course will include several laboratory sessions. These sessions will include various application assignments, assessment exercises, mini-experiments, and computer work. Active (and enthusiastic) participation is expected from all students. Each student will be required to keep a laboratory notebook/portfolio. Unexcused lab absences will result a zero for any lab assignment(s) relevant to that day's lab. Make-up will only be considered for the following reasons: (1) sickness—you must provide a note from a healthcare provider verifying your illness, (2) a family emergency/crisis/death—must be verified by the Dean of Student Affairs.

Group Project: Instrument Design Assignment/Presentation: Much of this class will focus on issues related to test construction. This assignment will give each student the opportunity to enter the exciting world of psychometrics. Groups of 2-3 students will develop a new instrument to measure a construct of their own choosing. The project will entail item selection/creation as well as psychometric evaluation. The completed project will include the production of a test manual written in APA format as well as a 20-30 minute oral presentation. All team members must participate in all aspects of the assignment.

Academic Integrity: Honesty is an essential part of your collegiate experience. Individual students are responsible for doing their own work and for not taking credit for the effort and ideas of others in any way. This includes plagiarism and/or cheating in any form. This obligation is based on mutual trust and is expected of every student. Cheating on any of the class requirements listed above will not be tolerated and will result in appropriate disciplinary actions. Please note that last year a new academic integrity policy was adopted by the college (a copy of this policy is available in the on-line student handbook). I encourage each of you to read this new policy carefully. This policy makes it mandatory for faculty to report all academic integrity issues to the dean. Additionally, all student completed papers will be submitted in electronic form for analysis by anti-plagiarism software.

CLASS SCHEDULE:

Dates	**Lecture Topics**	**Readings**
18 Jan	Introduction, Course Overview	Syllabus
20 Jan	Introduction to Psychological Testing & Assessment	Cohen 1
23 Jan	Historical, Cultural, and Legal/Ethical Aspects of Assessment	Cohen 2
25 Jan	Polygeny and Craniometry	Gould 1 & 2
27 Jan	Brief statistical review	Cohen 3
30 Jan	Norms, Correlation, and Inference	Cohen 4
1 Feb	Masters of Craniometry	Gould 3
3 Feb	Reliability	Cohen 5
6 Feb	Validity	Cohen 6
8 Feb	What is testing utility?	Cohen 7
10 Feb	Test Development: Scale Construction	Cohen 8

13 Feb	Test Development: Item Analysis	Cohen 8
15 Feb	Measuring Bodies: Case studies in "Apishness"	Gould 4
17 Feb	**Exam 1**	
20 Feb	Intelligence and Its Measurement	Cohen 9
22 Feb	The Question of Intelligence	Sternberg
24 Feb	Tests of Intelligence	Cohen 10
27 Feb	Educational Assessment	Cohen 11
29 Feb	Hereditarian Theory of IQ	Gould 5 (pp. 176-221)
5-9 Mar	Spring Break	
12 Mar	Hereditarian Theory of IQ (cont.)	Gould 5 (pp. 222-263)
14 Mar	Overview of Personality Assessment	Cohen 12
16 Mar	Objective Personality Assessment	Cohen 13
19 Mar	No Class—EPA conference	
21 Mar	Projective Personality Assessment	Cohen 13
23 Mar	Behavioral Personality Assessment	Cohen 13
26 Mar	**Exam 2**	
28 Mar	Clinical Assessment Issues	Cohen 14
30 Mar	Clinical Assessment Issues	Cohen 14
2 Apr	Factor Analysis and the Reification of Intelligence	Gould 6 (pp. 264-302)
4 Apr	Factor Analysis and the Reification of Intelligence	Gould 6 (pp. 303-350)
6-9 Apr	Easter Break	
10 Apr	Neuropsychological Assessment Issues	Cohen 15
11 Apr	Neuropsychological Assessment Issues	Cohen 15
13 Apr	Psychophysiological Assessment	Hugdahl
16 Apr	Assessment in Business	Cohen 16
18 Apr	Assessment of Individuals with Disabilities	Handout
20 Apr	A Positive Conclusion and Epilogue	Gould 7

23 Apr	Assessment in Business	Cohen 16
25 Apr	**Research Symposium**	
27 Apr	**Exam 3**	
30 Apr	Group Project Presentations	
2 May	Group Project Presentations (Due date for instrument manual)	
4 May	**MPA—No Class**	
9 May	**Final Exam (11:30-2)**	

LAB SCHEDULE

Lab #	**Date**	**Topic/Activity**
1	25/26 Jan	Assessment vs. Psuedo-assessement: adventures in Online testing
2	1/2 Feb	Psychometric Playground activities: The Outcome Questionnaire 45.2; Introduction to Group Project
3	8/9 Feb	"Role up your sleeves and get to work . . ."--Group Project foundation
4	15/16 Feb	Investigations in reliability & item analysis
5	22/23 Feb	Investigations in validity & Online test critique
6	29/1 Feb/Mar	"Put on your hardhat . . ."--Group Project test construction
7	14/15 Mar	Exploration of Intelligence testing
8	21/22 Mar	Let's play . . . *PSYCHOLOGIST*! Or adventures in objective assessment
9	28/29 Mar	Projective assessment in action!
10	11/12 Apr	Group Project stuff
11	18/19 Apr	Clinical Assessment—Mental Status and Beyond!

HAVE A GREAT SEMESTER!!!!!!