Instructor: Darrin Coe, Ph.D.
Phone: (402)-872-2397
Office Hours:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-11:00</td>
<td>8 AM – 9 AM</td>
<td>9:30-11:00</td>
<td>8 AM – 9 AM</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Email Address: dcoe@peru.edu
Course Meets: Mon & Wed 12:30-1:45 in TJM 301

Required Software: Microsoft Windows, Microsoft Power Point

Course Description & Objectives:
This course will focus on the issues and problems surrounding psychological testing. Topics to be discussed include reliability, validity, construction, administration, norms, and interpretation as well as survey of current psychological tests.

Upon completion of this course you should be able to:

1. Understand the definition of a psychological test;
2. Understand the most common referral settings and different contexts for assessment as well as the most common tests used in those settings;
3. Define and understand the types of reliability in test development and interpretation;
4. Define and understand the types of validity in test development and interpretation;
5. Discuss major social and ethical issues involved in psychological tests;
6. Describe the uses, advantages, and limitations of psychological tests;
7. Locate and use the major sources of information about psychological tests; Apply the knowledge of psychometric principles to measurement issues in psychological research.

Prerequisite: PSYC 121

At the beginning of the course, we will discuss how these objectives fit into the College’s and School’s mission and goals. The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.
Expectations & Instructional Approach:
This course is a collaborative learning experience with both individual and group components. It is not independent study but, rather, interdependent learning. A learning environment has been created by the instructor with the relevant course content, activities, assignments, exams, and discussion questions. The instructor brings expertise, practical experience, and clinical application of course content. Students are first expected to interact with the material on an individual level, followed by collaborative interaction within the learning community, facilitated, guided, and monitored by the instructor. Each student is ultimately responsible for his or her own learning, based upon active participation and investment in course activities. However, the instructor is a partner in the learning experience, committed to seeing every student achieve his or her learning goals and complete the course successfully.

Assessment and Grading:
Your final grade will be based upon quiz scores, participation, assignments, projects, final exam, and your timeliness in submitting work.

Please Note: All assignments should be written and formatted according to the 6th edition of the American Psychological Association Style Manual. This includes any in-text reference citations, references pages, header usage, title page, and language usage.

Class Attendance and Participation
Students are strongly encouraged to attend every class session. This material can be very challenging and theoretical in nature. There will be regular in-class assignments and quizzes some of which will not be announced and students will not be able to make-up quizzes or in-class assignments.

Power Point Projects (150 points)
There will be five power point projects due. These will be based on course readings and lectures. Assignments will be turned in to blackboard on the scheduled due date. For example, these assignments may involve summarizing scholarly research articles, they may be related to applying measurement theory, they may be related to assessing a particular test or assessment.

project 1 (25 pts.):
Create a 5 slide power point (not including title and reference slide) about one of the following people. This project should include at least 2 references:

Alfred Binet
David Wechsler
James McKeen Cattell
Robert S. Woodworth
Sir Francis Galton

One slide introduction and about where they went to school and their academic training
One slide chronicling important events in their adult and academic life
One slide about their contribution to the science of Psychology
One slide about their contribution to the testing and measurement
One summary slide of your findings.

References must be in APA format, in-text citations must be APA format
**Project 2 (25 pts.):**

Create a 5 slide power point (not including title and reference slide) that summarizes a scholarly research article in which the authors attempt to establish the reliability or validity of a new assessment or they are studying the reliability or validity of an established assessment. This project should have 2 references → one being your book, and one being the article you are using.

- One slide introducing the article
- One slide summarizing how reliability was assessed
- One slide summarizing how validity was assessed
- One slide summarizing the findings in the discussion section
- One slide evaluating the adequacy of the reliability and validity based on the text book

References must be in APA format, in-text citations must be APA format

**Project 3 (25 pts.):**

Create a 5 slide power point (not including title and reference slide) that utilizes two academic references (one can be your text book, NO WEBSITES) to discuss cultural issues related to measuring intelligence.

- One slide introducing the topic
- One slide discussing why culture is an important factor in IQ measurement
- One slide discussing factors of culture and ethnicity that can impact IQ measurement
- One slide discussing ways to measure IQ in a culturally appropriate manner
- One summary slide restating your most important points (don’t cut and paste)

References must be in APA format, in-text citations must be APA format

**Project 4 (25 pts.):**

Create a 5 slide power point (not including title and reference slide) that utilizes two academic references (No textbook, no websites, academic journals only) that discuss the validity and reliability of either a specific projective test or projective tests in general.

- One slide for introduction of the issues related to projective tests
- One slide for introducing your articles
- One slide for summarizing the various findings of your articles
- One slide for summarizing the conclusions of the articles
- One slide for you to discuss if you agree or disagree with the conclusions

References must be in APA format, in-text citations must be APA format
**Project 5 (50 pts.):**

Create a 6-10 slide power point using whatever references you can find (minimum of 2). Imagine you are graduating from college and plan on opening your own personal life coaching business. You plan on working to help individuals maximize their lives and live to their fullest potential. Find three assessments that you believe will help you in accomplishing this goal and building a strong business.

One slide to introduce the field of life coaching and how you plan to specialize in the field
One to two slides to describe your first assessment and how you’ll use it
One to two slides to describe your second assessment and how you’ll use it.
One to four slides to discuss the reliability and validity of your chosen assessments
One slide to summarize your findings and sum up how your assessments will help further your life coaching business

References must be in APA format, in-text citations must be APA format

**Weekly R.A.R.Es (130 pts.)**

Each week each student will complete and turn in a student R.A.R.E worth 10 points. This means students must acquire the text book. Due to the massive amount of information to be covered during the semester, lectures will only highlight and cover specific topics. Each student will need to stay current with reading the assigned chapters to gain a fuller understanding of the information.

R.A.R.Es will be submitted via BB. You can find a copy of the R.A.R.E posted in BB. Please save a copy to your hard drive and cut and paste or attach the completed form in BB on the appropriate due date.

**In-Class/role play Assignments (205 pts.)**

There will be regular assignments given in class to be completed in class. Some of these may be in response to a video, some of them may be completed as group assignments, others will be reflective or thought exercises, and some may involve statistical manipulation related to theory presented in the textbook. In-class assignments cannot be made up.

**Quizzes (360 points)**

In-class multiple-choice quizzes will be required throughout the semester over assigned reading and lecture. **Quizzes cannot be made up unless arrangements are made with the professor ahead of time.**

**Final (100 points)**

A final exam will be given during finals week. This exam will be cumulative for all material covered in the course. The final exam is worth 100 points.

**Late Assignment Policy**

In general I do not accept late work.
Grading Scale
There are a total of 915 points in this course. Final grades will be assigned based on accumulated points according to the following.

<table>
<thead>
<tr>
<th>Course grade</th>
<th>Percentage of points earned</th>
<th>Number of points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
<td>823</td>
</tr>
<tr>
<td>B+</td>
<td>85%</td>
<td>777</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
<td>732</td>
</tr>
<tr>
<td>C+</td>
<td>75%</td>
<td>686</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
<td>640</td>
</tr>
<tr>
<td>D+</td>
<td>65%</td>
<td>594</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
<td>549</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 549</td>
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</tbody>
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College’s Incomplete Coursework Policy
To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College’s Academic Integrity Policy
The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may
observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**Title IX Compliance Notice**

Peru State is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding nondiscrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).
**Tentative Course Schedule:**
The following course schedule includes topics, reading assignments, and the dates of exams. However, I do reserve the right to change this course calendar as needed. You will always be notified if plans deviate from this schedule.

<table>
<thead>
<tr>
<th>Week 1a</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>quizzes</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td></td>
<td>Introductions (Syllabus, Expectations, General discussion of T&amp;M)</td>
<td>Syllabus, Chapter 1</td>
<td>In class/role-play activity 1: Character creation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Chap 1: Tools of assessment</td>
<td>Chapter 2</td>
<td>Chapter 2</td>
<td>R.A.R.E due</td>
<td></td>
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<tr>
<td></td>
<td>1/13</td>
<td>Chap 1: Tools of assessment</td>
<td></td>
<td></td>
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<tr>
<td>Week 1b</td>
<td></td>
<td>Chap 2 history</td>
<td>Chapter 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 2a</td>
<td>1/18</td>
<td>Chap. 2 history</td>
<td>Chapter 3</td>
<td>Quiz 1: chap 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2b</td>
<td>1/20</td>
<td>Chap. 2 Legal &amp; ethical</td>
<td>Chapter 2</td>
<td>R.A.R.E due</td>
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<tr>
<td>Week 3a</td>
<td>1/25</td>
<td>Chap. 3 scales of measurement, description, bell curve</td>
<td>Chapter 4</td>
<td>Quiz 2: chap 3</td>
<td>Project 1 due</td>
<td></td>
</tr>
<tr>
<td>Week 3b</td>
<td>1/27</td>
<td>Chap. 3 Standard scores, correlation, inference</td>
<td>Chapter 4</td>
<td>R.A.R.E due</td>
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<tr>
<td>Week 4a</td>
<td>2/1</td>
<td>Chap. 4 assumptions &amp; norms</td>
<td>Chapter 5</td>
<td>In class activity/role play 4: traits and states (assumptions 1 &amp; 2)</td>
<td></td>
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<tr>
<td>Week 4b</td>
<td>2/3</td>
<td>Chap. 4 assumptions &amp; norms</td>
<td>Chapter 5</td>
<td>R.A.R.E due</td>
<td></td>
<td>Quiz 3: chap 4</td>
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<tr>
<td>Week 5a</td>
<td>2/8</td>
<td>Chap. 5 concept of reliability, estimates</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>Week 5b</td>
<td>2/10</td>
<td>Interpreting, individual scores</td>
<td>Chapter 6</td>
<td>R.A.R.E due</td>
<td></td>
<td>Quiz 4: chap 5</td>
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<tr>
<td>Week 6a</td>
<td>2/15</td>
<td>Complete the discussion on Reliability</td>
<td>Chapter 9</td>
<td></td>
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<td></td>
<td></td>
<td>Chap. 6 concept of validity, criterion related</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Quiz</td>
<td>Project</td>
<td>Comments</td>
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<tr>
<td>6b</td>
<td>2/17</td>
<td>Criterion related, construct related</td>
<td>Chapter 9</td>
<td>Quiz 5: chap 6</td>
<td>Project 2 due</td>
<td>Quiz 5: chap 6</td>
</tr>
<tr>
<td>7a</td>
<td>2/22</td>
<td>Chap. 9 IQ defined &amp; measured</td>
<td>Chap. 10</td>
<td>Quiz 6: chap 9</td>
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<tr>
<td>7b</td>
<td>2/24</td>
<td>Chap. 9 IQ issues</td>
<td>Chap. 10 RR due</td>
<td>Quiz 7: chap 10</td>
<td>Project 3 due</td>
<td>Quiz 7: chap 10</td>
</tr>
<tr>
<td>8a</td>
<td>2/29</td>
<td>Chap. 10 SB</td>
<td>Chap. 11</td>
<td>Quiz 7: chap 12</td>
<td>Project 4 due</td>
<td>Quiz 7: chap 12</td>
</tr>
<tr>
<td>8b</td>
<td>3/2</td>
<td>WAIS</td>
<td>Chap. 11 RR due</td>
<td>Quiz 8: chap 13</td>
<td></td>
<td>Quiz 8: chap 13</td>
</tr>
<tr>
<td>9a</td>
<td>3/7</td>
<td>Midterm Break</td>
<td>Chap. 12</td>
<td>Quiz 8: chap 14</td>
<td></td>
<td>Quiz 8: chap 14</td>
</tr>
<tr>
<td>10a</td>
<td>3/14</td>
<td>IQ &amp; achievement</td>
<td>Chap. 12</td>
<td>Quiz 9: chap 16</td>
<td></td>
<td>Quiz 9: chap 16</td>
</tr>
<tr>
<td>10b</td>
<td>3/16</td>
<td>Chap. 11 testing in ED., achievement, aptitude</td>
<td>Chap. 12 RR due</td>
<td>Quiz 10: chap 17</td>
<td></td>
<td>Quiz 10: chap 17</td>
</tr>
<tr>
<td>11a</td>
<td>3/21</td>
<td>Chap. 12 personality assessment overview</td>
<td>Chap. 13</td>
<td>Quiz 10: chap 18</td>
<td></td>
<td>Quiz 10: chap 18</td>
</tr>
<tr>
<td>12b</td>
<td>3/30</td>
<td>Chap. 14 special apps</td>
<td>Chap. 14 RR due</td>
<td>Quiz 12: chap 21</td>
<td></td>
<td>Quiz 12: chap 21</td>
</tr>
<tr>
<td>13a</td>
<td>4/4</td>
<td>Chap. 15 organicity, evaluation</td>
<td>Chap. 15</td>
<td>Quiz 12: chap 22</td>
<td></td>
<td>Quiz 12: chap 22</td>
</tr>
<tr>
<td>13b</td>
<td>4/6</td>
<td>Chap 15 Types of neuropsych tests</td>
<td>Chap. 15 RR</td>
<td>Quiz 13: chap 23</td>
<td></td>
<td>Quiz 13: chap 23</td>
</tr>
</tbody>
</table>
In Class Activity 1 (25 pts.):

Students will create a role-playing character. This must be a fictional character. This character can be psychological stable, unstable, mentally ill, have quirks, oddities, etc. The character should have a backstory, family history, employment history or non-history, substance use history/non-history. The person can be “up-standing”, down and out, homeless, a criminal, or whatever the student creatively develops.

During class you will choose someone and use that person to help you brainstorm your character. Then you will “write-up” your character in the appropriate BB discussion forum.

We will be administering tests or students will be taking online tests in order to become familiar with various psychological tests and procedures and each time a student takes a test they should do so as their character.

In Class Activity 2 (25 pts):

You will need to review chapter 1 for this assignment!

Students will get into groups of no more than 4 or 5. Each student will play the role of a drug and alcohol counselor or a psychologist, there needs to be an equal amount of psychologist and counselors.

The Scenario: your team works for an alcohol and drug treatment center and you have a new client who appears to be struggling. Your job is to develop a testing battery that will provide insight into the client and help determine a treatment plan that will provide success to the client.
Review chapter 1 and as a team develop a holistic testing battery of several types of tests and assessments. You do not have to come up with specific names of tests or assessments, just come up with a general assessment battery that includes several different assessment tools, for example an interview → include what information that will provide, some paper and pencil tests → include what information you’ll want to gain from them, etc.

When you are finished each member of the group will post a summary of the group discussion and the test battery you develop in the appropriate BB discussion forum.

In class activity/role-play 3 (25 pts.):
After reviewing pgs. 66-75

In groups of no more than five, students will take on the roles of medical ethicists focused on the field of clinical psychology. Each group will create an ethics checklist which will be presented to the American Psychological Association as a mandatory document for all Psychologists who engage in testing and assessment activities.

When you have completed your checklist, each group member will post the document and summarize the group’s discussion in the appropriate BB forum.

In class activity/role play 4 (10 pts.):
From chapter 4:

Consider your created character:

- What are your character’s traits that are observable and enduring?
- What various states does your character experience regularly but are not generally long lasting over time
- What overt behavior would a clinician observe so that they could identify various traits and states?
- Based on assumption two how can your character’s traits and states be quantified or measured? You may want to do some research online to see if you can find assessments or measures of the traits and states you identify

Write up your thoughts and findings in the appropriate BB forum

In class activity/role-play 5 (15 pts.)
Based on review of pgs. 301-318:

- Students will get into pairs
- One person will take the position of nature or inheritance as the driving force of IQ and the other person will take on the role of a person who believes that nurture and environment are the driving force in IQ.
- Students will debate their position using data and logic (you may use the internet to find support for your position).
- During your debate with your partner be kind, sensitive, and focus on the issues and not the emotional or political aspects of the discussion.

After time has passed students will get into groups of six and have a group discussion of your various positions. Each student will stay in their same role and contribute to the larger discussion.

Please post your summary of your discussion experience in the appropriate BB forum.

In class activity/role-play 6 (25 pts):
Students will form groups of no more than six and no less than three. Students will role play the part of being psychologists who have been tasked with examining and critiquing part of an IQ test. Students will get part of the WAIS III, the WRAT IQ, or the Woodcock-Johnson Test of Cognition and spend time discussing it.

- First develop a purpose for your group → why are you critiquing this part of this particular test?
- Consider such elements as:
  - The test’s utility relative to your group’s purpose
  - Any cultural biasing elements you can identity
  - Elements that might be difficult to administer
  - Elements that just don’t seem to make any sense
  - Identify whether the part you are discussing is a timed element or a power element
  - Identify whether the part you are discussing is more related to education or general learning and adaptation
- Students will individually post a summary of their group’s discussion along with their own analysis in the appropriate BB forum

**In class activity/role-play 7 (15 pts.): online IQ and Achievement testing:**

Each student, role-playing the character they created at the beginning of the semester will take an online IQ test [https://www.raventest.net/](https://www.raventest.net/) and an online achievement test [https://www.4tests.com/gre](https://www.4tests.com/gre). Each student will summarize their results in the appropriate BB forum. Make sure that you take these tests as your character and not as yourself. Take some time to post your thoughts on whether the results of the tests truly reflect the character you created.

**In-class activity/role-play 8 (25 pts.): online objective personality testing:**

Each student, role-playing the character they created at the beginning of the semester will take an online objective personality test. This can be either a form of the myers-briggs found at [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) or the VIA assessment of character strengths at [https://www.authentichappiness.sas.upenn.edu/testcenter](https://www.authentichappiness.sas.upenn.edu/testcenter)

Each student will post their results in the appropriate BB forum. Each student will also post their opinion of the survey they take and if it reflects the personality of the character they role-played as they took the survey. Also consider if your character engaged in any types of response sets, attempts to fake bad, attempts to answer in a socially desirable manner, or attempts to answer in such a way as to mold or shape the outcome of the survey that was taken. When considering this question you may want to consult the text to better understand these different types of deceptions in test taking.

**In class activity/role-play 9: Bender Gestalt (25 pts.):**

Students will get into pairs and administer the bender gestalt to one another using materials provided to them by the instructor. [http://docs.slide.us/documents/bender-visual-motor-gestalt-card-a-card-1-card-2.html](http://docs.slide.us/documents/bender-visual-motor-gestalt-card-a-card-1-card-2.html) Each student will take the test as if they were the character they created at the beginning of the semester. Once administration is complete, each student will post their reactions to the test in the appropriate BB forum.

Posts should include both your thoughts on taking the test and administering the test. Also discuss your thoughts on if the test assesses what it claims to assess which is the presence or absence of
brain damage. What brain elements might the test be tapping into if it actually does screen for the presence of brain damage?

**In class activity/role-play 10: substance use assessment (15 pts.):**

Students will get into pairs and administer the provided substance use/abuse/dependence test to one another. Students will take the test as their testing and measurements character. Once both students have taken the assessment, then each student will post their reaction to both taking and administering the test in the appropriate BB forum.