



CEDAR CREST COLLEGE
Psychological Assessment, PSY - 312 Spring 2010

Dr. Diane M. Moyer
dmmoyer@cedarcrest.edu
Office: Curtis 123

Course Description: The goal of this course is to expose students to the field of psychological assessment. This course will help students to understand psychological testing, and prepare those who may go on to construct, administer, and make decisions based on psychological tests in clinical, educational and other settings. The course is divided into three sections. In the first section, you will learn the basic psychometric principles that apply to all types of tests. In the second section, you will learn how to administer, score, and interpret some widely used intelligence, achievement and personality tests. In the third section of the course, you will learn about the use of computers in psychological testing, and applications of tests in various settings such as health psychology, industrial organizational and forensic psychology.

Required Text:

Required Text: Kaplan, R. & Saccuzzo, D. (2009). Psychological Testing. Wadsworth Publishers.

Recommended Text: Heitzmann, C. (2009). Psychological Testing (workbook). Wadsworth Publishers.

A study guide is available to help you organize your study methods and to improve your scores on the exams. This study guide includes learning objectives and chapter summaries. I strongly recommend that you purchase the study guide. Make sure you check out the web companion for your textbook listed below. You will find many things to help you study such as quizzes, flashcards, etc.

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9780495095552&disciplinenumber=24

Teaching Format: The course will consist of lecture, in-class discussions and activities and out of class assignments. You should read the assigned material before coming to class, so that you can be an active participant during the class period.

PSYCHOLOGICAL ASSESSMENT

Faculty: Dr. Diane M. Moyer

Course Objectives and Outcomes:

Objectives and outcomes	Assessment Methods
1. Become familiar with the ethical and legal guidelines in the area of psychological assessment	Class discussion, outside of class assignments, assigned reading
2. Develop critical thinking skills in the area of tests and measurement	Class discussion, outside of class assignments on interpreting and writing reports, exams
3. Understand and use psychometric principles to evaluate and select test instruments.	Exam, outside of class assignments, class discussion, Test Review paper
4. Become familiar with the administration, scoring, interpretation and reporting of selected tests	Interpretation/report writing exercises, exams, outside of class assignments
5. Demonstrate competence in the use of Library & Internet sources of information about psychological tests.	Class lectures, outside of class assignments, exams, Test Review paper
6. Become familiar with tests used for decision-making in the areas of clinical psychology, education, health, industry, and forensic settings	Tests, outside of class assignments and class discussion

Student Evaluation: Grades will be assigned on the basis of the following criteria: Homework assignments and three non-cumulative exams. The exams will include three multiple-choice tests designed to measure students' knowledge, understanding, and application of the textbook, lectures, and handout materials. Each test is worth 100 points.

1. Test #1 (100 points)
2. Test #2 (100 points)
3. Test #3 (100 points)
4. Four Assignments (Assignment #1, #2 & #3 - each worth 20 points, Assignment #4 worth 40 points; totaling 100 points)

PSYCHOLOGICAL ASSESSMENT

Faculty: Dr. Diane M. Moyer

Make-up exams: will be given ONLY with documentation of an excused absence (i.e., sickness, college-sponsored event, legal situation)—there will be NO EXCEPTIONS. Advanced notice should be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible. All work must be completed by the end of the course or the student will receive an “F” for the course.

Late Work Policy: If you know in advance about any situation that would interfere with your ability to meet a deadline (e.g., excused sporting or other campus events), see me as soon as possible **before** the deadline. If your conflict is with an exam date, you may take the test early or you will need official documentation from the Dean of Student’s Office. Without official documentation, **10% of the total points for an assignment will be deducted** each day it is late.

Grades:

A	93.0-100%	C	73.0-76.6%
A-	90.0-92.9%	C-	70.0-72.9%
B+	86.7-89.9%	D+	67.0-69.9%
B	83.4-86.6%	D	66.9-60%
B-	80.0-83.3%	F	below 60%
C+	76.7-79.9%		

Final grades are final. If you are a percent or two short of the next letter grade, you are a percent or two short. I will not give away free marks at the end of the term unless I give the same amount to everyone.

Assignments: Assignments are worth 100 points (out of 400 points) toward your final grade. Late assignments will receive a 10% deduction for each day they are late.

Attendance: Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students’ optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department’s attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of “personal/sick days.” Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student’s responsibility to understand this policy and to keep track of absences throughout the semester.

PSYCHOLOGICAL ASSESSMENT

Faculty: Dr. Diane M. Moyer

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss 2 classes without penalty. If you miss 3 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 4 classes, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

Administrative Details: Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Academic Advising Center.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating: Bear in mind, allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.

Office Hours: My office is located in Curtis, Room 123. If you would like to meet with me, I will be happy to make an appointment. My phone number is 610-606-4666, ext. 3425. I am looking forward to meeting and talking with you this semester. My email address is: dmmoyer@cedarcrest.edu.

PSYCHOLOGICAL ASSESSMENT

Faculty: Dr. Diane M. Moyer

Date	Topic	Reading	Assignment	Assignment Due Date
1/20	Overview of tests	Chapter 1		Test item (1/22 email to me) & (take before next class)
1/27	Norms and basic statistics Correlation and Regression Reliability	Chapter 2 Chapter 3 (part covered in class) Chapter 4	Assignment #1 (Z scores & Percentile Ranks)	Take Test Items
2/03	Validity	Chapter 5		Assignment #1 Due (20 pts)
2/10	Writing and Evaluating Test Items Test Administration	Chapter 6 Chapter 7		
2/17	Exam on Section I			Test # 1
2/24	Interviewing Techniques	Chapter 8		
3/03	Wechsler Intelligence Scales	Chapter 10	Assignment #2 (Intelligence Report)	
3/17	Standardized Tests in Education	Chapter 12	Assignment #3 (Achievement Report)	Assignment #2 Due (20 pts)
3/24	Applications in Clinical and Counseling Settings Projective Personality Tests	Chapter 13 Chapter 14		Assignment #3 Due (20 pts)
3/31	Test on Section II			Test # 2
4/07	Computer Testing Testing in Health Psychology	Chapter 15 Chapter 17	Assignment #4 Test Review	
4/14	Testing in Counseling Setting Testing in Industrial/Organizational Psychology	Chapter 16 Chapter 18		
4/21	Test Bias Ethics and Future of Psychological Testing	Chapter 19 Chapter 21		Assignment #4 Due (40 pts)
4/28	Test on Section III			Test # 3