

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
PSYC 421 – Psychological Tests and Measurements
Course Syllabus – Spring 2021

Credit Hours: 3 credit hours
Class Meeting Dates: 1/19/2021—5/7/2021
Class Location: Online (Blackboard) Asynchronous
Instructor: Amy Quarton, M.A.
Office Hours: Wednesdays from 11 AM to 12 PM and by appointment
Office Location: Zoom
E-mail: aquarto@sieue.edu
Prerequisites: Undergraduate level PSYC 220 with a minimum grade of D

Before the course's official start date, read this syllabus, access your textbook, and complete the Course Overview Module on Blackboard → Coursework.

COURSE DESCRIPTION

This course introduces students to the field of psychological testing. Students will explore the principles of psychological measurement and the procedures involved in test construction, administration, and evaluation. They will also learn about some of the valid tests in various psychology subfields and some common assessment and prediction problems.

COURSE OBJECTIVES

When you have completed this course, you should be able to do the following:

1. Demonstrate knowledge of important concepts in psychological testing.
2. Develop and administer an online questionnaire.
3. Evaluate the reliability, validity, and utility of psychological tests.
4. Explain the purposes of psychological testing in educational, business, and clinical settings.
5. Recall examples of “gold standard” tests.
6. Communicate evaluation of tests and measures to the psychology community.

REQUIRED READING AND TECHNOLOGY

- **Textbook:** Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). New York: McGraw Hill.
- **Technology:** Access to a computer with internet access, an updated internet browser, your SIUE e-mail, the Blackboard course shell, Microsoft Word and PowerPoint, Adobe Reader or an alternative PDF reader, the Java plugin, and a media player.

INSTRUCTIONAL METHODS

I will use the following learning methods to enhance the learning experience:

- **Reading Assignments:** Reading assignments are the primary method of developing knowledge and understanding of essential concepts.
- **Online Lectures:** The content embedded within each module highlights and reinforces essential concepts covered by the assigned chapters.
- **Online Discussions:** The online discussions ask you to incorporate content from the assigned readings and lectures, think critically about the content, and consider alternative viewpoints and explanations. These discussions will also help you stay connected to your peers and the instructor in an asynchronous course like this one.
- **Online Quizzes:** The low-stakes quizzes assess your understanding of the reading assignments and modules.
- **Test Development Project:** The project provides an opportunity to apply your newly formed knowledge of psychological testing by constructing, administering, and evaluating your test.

LEARNING ASSESSMENTS

Learning Assignments	Course Outcomes	Points	% of Final Grade^a
1. Class Discussions (11 @ 20 points each)	1-6	220	37.9
2. Quizzes (8 @ 10-15 points each)	1-6	115	19.8
3. Test Development Project	1-6	245	42.2
TOTAL POINTS		580	100^b

^a Percentages may not add up to 100 due to rounding.

OVERVIEW OF LEARNING ASSESSMENTS

- You can find detailed instructions and grading rubrics on Blackboard.
- You should submit all assignments via Blackboard by 11:59 PM (Central Time) on the due date shown on the Blackboard Calendar. DO NOT SEND ASSIGNMENTS VIA E-MAIL.
- Without an approved extension, you will forfeit 10% of the final grade on late assignments.

Discussions

Each week you will participate in an online class discussion. First, you will post a response to the questions on the discussion board before Friday evening at 11:59 PM. This initial post should demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences. You will then respond to at least two of your classmates' posts by the end of the week on Sunday evening at 11:59 PM. These peer responses should demonstrate your ability to facilitate group discussion and think critically about others' perspectives. Finally, before Friday evening at 11:59 PM of the next week, you will respond to your classmates' comments and questions about your initial post.

Quizzes

Every other week you will take a quiz and answer questions that assess your knowledge and understanding of the assigned readings and Blackboard modules. There is no time limit for these quizzes, and there are 15 questions per quiz. Submit your responses before the end of the week (Sunday evenings) at 11:59 PM.

Test Development Project

Throughout the semester, you will apply your newly formed knowledge of psychological testing by constructing, administering, and evaluating your test. While you will spend a considerable amount of time working independently, you will also assess some of your peers' submissions as part of your participation in this project. The final product will be a portfolio that includes a copy of the test, the data collected from the class, and the evaluation report. To help you get the most out of this project, you will complete it in 14 steps. Review each stage and the instructions in their entirety on Blackboard → Coursework → Course Overview Module → Review Project Criteria. Failure to submit any of the project assignments will result in a zero for that assignment, and you will forfeit one letter grade on your final report.

GRADING DISTRIBUTION

Grade	%	Points	Description
A	=	90—100	522.0—580.0
B	=	80—89	464.0—521.9
C	=	70—79	406.0—463.9
D	=	60—69	348.0—405.9
F	=	0—59	0—347.9

COURSE EXPECTATIONS

The instructor can expect you to:

- Invest an adequate amount of time in your study of this topic. According to university policy, students should work 2 hours outside of class for every 1 hour in class (<http://www.siu.edu/policies/1i4.shtml>).
- Check your university e-mail and Blackboard several times each week. Look for new announcements and feedback regarding your submitted assessments.
- If you have any questions, contact me by e-mail, during my office hours via Zoom or Chat, or through the “Course Questions” discussion board.
- Discuss grading discrepancies via e-mail. Within one week of receiving your grade, outline why and how your work warrants a better grade. Keep in mind, however, that a petition does not guarantee point adjustments.
- Contact the technology help desk with questions related to technical difficulties. If these issues prevent you from accessing the course or submitting assignments, contact me.

You can expect the instructor to:

- Be available to students throughout the week via office hours, phone, and e-mail.
- Respond to your inquiries within 24-36 hours.
- Facilitate class discussions and activities to support learning and the exchange of ideas.
- Assign work that is relevant to the course objectives and meaningful to your education.
- Return graded assignments within one week of the due date. Provide detailed feedback on most graded assignments.
- Communicate any unplanned changes in the schedule (e.g., due to illness) as soon as possible via the e-mail address you have registered with Blackboard.

COURSE CONTENT AND CALENDAR

The table below includes a tentative course schedule. The instructor reserves the right to alter the topics, timeline, and due dates to improve the quality of learning or accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail.

Module	Week	Dates	Reading Assignment	Other Learning Tasks for the Week*
Module 1	1	1/19—1/24	Chapter 1 – Psychological Testing and Assessment	<ul style="list-style-type: none">○ Complete Course Overview Module○ Review Lecture 1○ Post and Comment on Discussion 1○ Submit Quiz 1○ Project Assignment 1
	2	1/25—1/31	Chapter 2 – Historical, Cultural, and Legal/Ethical Considerations	<ul style="list-style-type: none">○ Reply to Comments on Discussion 1○ Review Lecture 2○ Post and Comment on Discussion 2○ Project Assignment 2
	3	2/1—2/7	Chapter 8 – Test Development (p. 229-246)	<ul style="list-style-type: none">○ Reply to Comments on Discussion 2○ Review Lecture 3○ Submit Quiz 2○ Project Assignment 3
	4	2/8—2/14	Chapter 3 – A Statistics Refresher	<ul style="list-style-type: none">○ Review Lecture 4○ Post and Comment on Discussion 3○ Project Assignment 4
Module 2	5	2/15—2/21	Chapter 4 – Of Tests and Testing	<ul style="list-style-type: none">○ Reply to Comments on Discussion 3○ Review Lecture 5○ Post and Comment on Discussion 4○ Submit Quiz 3○ Project Assignment 5
	6	2/22—2/28	Chapter 5 – Reliability	<ul style="list-style-type: none">○ Reply to Comments on Discussion 4○ Review Lecture 6○ Project Assignment 6

	7	3/1— 3/7	Chapter 6 – Validity	<ul style="list-style-type: none"> <input type="radio"/> Review Lecture 7 <input type="radio"/> Submit Quiz 4 <input type="radio"/> Project Assignment 7
	8	3/8— 3/14	Chapter 8 – Test Development (p. 246-272); Example of a Test Evaluation	<ul style="list-style-type: none"> <input type="radio"/> Review Lecture 8 <input type="radio"/> Project Assignment 8
Module 3	9	3/15— 3/21	Chapter 9 – Intelligence and Its Measurement	<ul style="list-style-type: none"> <input type="radio"/> Review Lecture 9 <input type="radio"/> Post and Comment on Discussion 5 <input type="radio"/> Submit Quiz 5
	10	3/22— 3/28	Chapter 11 – Personality Assessment: An Overview	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 5 <input type="radio"/> Review Lecture 10 <input type="radio"/> Post and Comment on Discussion 6 <input type="radio"/> Project Assignment 9
	11	3/29— 4/4	Chapter 12 – Personality Assessment: Methods	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 6 <input type="radio"/> Review Lecture 11 <input type="radio"/> Post and Comment on Discussion 7 <input type="radio"/> Submit Quiz 6 <input type="radio"/> Project Assignment 10
	12	4/5— 4/11	Chapter 10 – Assessment for Education	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 7 <input type="radio"/> Review Lecture 10 <input type="radio"/> Post and Comment on Discussion 8 <input type="radio"/> Project Assignment 11
	13	4/12— 4/18	Chapter 13 – Clinical and Counseling Assessment	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 8 <input type="radio"/> Review Lecture 13 <input type="radio"/> Post and Comment on Discussion 9 <input type="radio"/> Submit Quiz 7
Module 4	14	4/19— 4/25	Chapter 14 – Neuropsychological Assessment	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 9 <input type="radio"/> Review Lecture 14 <input type="radio"/> Post and Comment on Discussion 10 <input type="radio"/> Project Assignment 12
	15	4/26— 5/2	Chapter 15 – Assessment, Careers, and Business	<ul style="list-style-type: none"> <input type="radio"/> Reply to Comments on Discussion 10 <input type="radio"/> Review Lecture 15 <input type="radio"/> Post and Comment on Discussion 11 <input type="radio"/> Reply to Comments on Discussion 11 <input type="radio"/> Quiz 8
Finals Week	16	5/3— 5/7	NONE	<ul style="list-style-type: none"> <input type="radio"/> NONE

* Check the Blackboard Calendar for specific due dates and times.

PSYCHOLOGY DEPARTMENT POLICIES

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by e-mailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

The Psychology Department's Policy on Incomplete Grades

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

The Psychology Department's Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

SIUE Psychology Department Twitter

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

Other Resources

Lovejoy Library
618-650-4636
<http://www.siue.edu/lovejoylibrary/>

Technology Support
Lovejoy Library Room 0005
618-650-5500
help@siue.edu

Computer Labs
<http://www.siue.edu/its/labsclassrooms/>

Writing Center
MUC –Student Success Center 1254
618-650-2045
<http://www.siue.edu/lss/writing/index.shtml>

COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office

via e-mail to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.