



Syllabus for PSYC – 421 – 001  
Psychological Tests and Measurements  
Department of Psychology  
Spring 2024

**Professor:** Sarah Conoyer, PhD  
**Office:** Alumni Hall, Room 0121  
**Contact:** 650 – 3659; sconoye@siue.edu  
**Class Location:** Founders Hall, Room 0207  
**Class Time:** Wed 3:00 – 5:50 pm  
**Office Hours:** Wed, 1:30 – 2:30 pm or by appt

### **Course Description**

Psychological Tests and Measurements is a 3-credit hour course designed to provide students with an introduction to the field of psychological testing. Course coverage will include study of basic psychometric concepts (e.g., reliability, validity) as well as the functional considerations of psychological testing (e.g., development, administration). In addition, commonly used tests from a variety of psychological subfields will be introduced.

### **Required Text**

Cohen, R.J., Schneider, J.W., & Tobin, R.M. (2022). *Psychological testing and assessment: An introduction to tests & measurement* (10<sup>th</sup> ed.). New York: McGraw Hill.

\*Additional readings and podcasts available on Blackboard

### **Course Objectives**

By the completion of the course students will:

- Develop an understanding of various psychometric concepts (i.e. reliability and validity) related to tests and test construction.
- an understanding of new developments, ethical considerations, and controversies associated with psychological testing.
- an understanding of the varied purposes of psychological testing in addition to the various settings in which tests are employed.
- skills related to the critical evaluation of tests and assessment instruments.
- knowledge to enhance their writing and communication/presentation skills.

### **Assignment & Grading Policies**

**Comprehensive Reflections (200 pts)**. There will be two comprehensive reflection papers throughout the semester. These papers will be written in APA 7<sup>th</sup> Edition format\*.

\*They are required to have a Title page, Answers that Address Each Section Outlined Below, and a Reference Page. These reflections will be graded on **three specific things**:

- (1) Section 1: What Do you Know? General reflection on the readings, course activities, and your project work
  - a. Prompt: How has your knowledge on developing/using tests, surveys or measures changed since our first-class meeting (reflection #1) or since the midterm (reflection #2)? Discuss what you know now based on course materials (you do know things!)
  - b. Accuracy will include the student providing at a **minimum of three takeaways** from the assigned materials or course content
  - c. Cite source in text (e.g. course notes, Book Chapters, and Guest Lectures) using APA style
- (2) Section 2: What Do You Want to Learn More About and Why?

- a. Prompt: What are additional questions that you have come across while completing the readings, engaging in class discussions, listening to podcasts?
  - b. Accuracy will include the student providing at a **minimum two questions** (there is always something to learn!) These can be listed in a bulleted format, but students need to introduce the question by discussing their thinking leading up to it and discuss why it is of interest to them.
  - c. Cite source in text (e.g. course notes, Book Chapters, Podcasts) using APA style
- (3) Section 3: What Did You Learn and Can You Apply It?
- a. Prompt: How can the course materials be applied to your professional and/or future goals? (“Don't just read, absorb” [quote by R.T.B] —pointless readings will not be assigned - you *should* always be able to apply what you learn).
  - b. Accuracy will include the student providing at a **minimum of one general application of concepts learned in the course to their future work in a professional setting**
  - c. Cite source in text (e.g. course notes, Book Chapters, etc) using APA style

**Class Activities (CA; 100 pts)** – Ten in-class activities will be conducted throughout the semester to enhance your learning of course material and assist with your group project. Please see course schedule for due dates. Each activity will be worth 10 points, specific activity requirements will be shared either in class or on Blackboard on the date they are assigned. **In class activities are group activities and therefore cannot be made up once they have occurred. An alternative assignment may be completed only if the instructor is made aware prior to the absence and students will have one week to complete the alternative assignment. Please make every effort to attend on activity days or communicate when absolutely necessary.**

**Test Development Project (TDP; 150 pts)** - Working in teams of 5-6 students each, students will develop a test and examine some of its psychometric properties through data collection and analysis. Various aspects of this assignment will require group work and data entry into SPSS. As part of each student’s grade on this assignment, each student will be asked to turn in hard copies of a final individual paper and a group evaluation sheet that evaluates the work of all other team members. Grades will be given based on individual work within the group. Details of the assignment and a rubric will be posted on blackboard. **The test development assignment will be due on 4/17.**

**Final Grades**

Your grade is based on the total number of points you earn.

<b>Assignments</b>	<b>Final Grades (points)*</b>
<b>Comprehensive Reflections</b> 200 points	<b>A:</b> 405+
<b>Class Activities (10 pts each)</b> 100 points	<b>B:</b> 360 – 404
<b>Test Development Project</b> 150 points	<b>C:</b> 315 – 359
<b>Total</b> 450 points	<b>D:</b> 270 – 314
	<b>F:</b> < 269

***\*Grades will not be rounded up or curved.***

**Late or Missed Assignments**

Any written assignment must be completed and submitted via Blackboard at 11:59 pm the day they are due. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester. Students are responsible for anticipating that technology can often fail and should be in communication with the instructor if necessary, PRIOR to the deadline. Any assignments turned in via email past the date and time due will be considered late. You are encouraged to confirm that your assignment has been received via blackboard.

## **APA Format in Written Work**

- Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.\*\*\***

- If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below.
- Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/lss/writing/index.shtml>), which also provides workshops in APA style.

## **Department of Psychology 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 paper including headings, citations and references, per the 7<sup>th</sup> edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but 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/lss/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: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.**

## **Course Policies & Procedures**

**Attendance.** You are expected to attend all classes. Thus, if you miss a class, it is your responsibility to obtain lecture material and understand the contents covered in class. If you need clarification on any of the material, I would be happy to meet with you during office hours (or other appointment times). All the classes will start promptly on time and you are expected to come to class on time (unless you have notified me in advance that you will be late).

## **Technology.**

- This course will use Blackboard (<https://bb.siue.edu>) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website

throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

- *Socrative* is an electronic response system that we will often use during class time and for reading reviews. In order to be prepared for class please bring fully charged a laptop or cell phone to class. If using a laptop, please visit <https://b.socrative.com/login/student/> or if using a cell phone please download the Socrative Student app from Apple, Chrome webstore, or Google Play. **\*If you need a technological device please let me know and I will make arrangements**
- I know that some of you prefer to take notes on your laptops, which is fine. However, please refrain from being on non-class related websites (e.g., Facebook, Twitter, Google chat, Amazon). Also, please take out headphones and earphones when in class. Such behaviors may result in me asking you to leave the classroom and will negatively affect your attendance grade.

### **Communication and Email**

All Students should activate and regularly check their SIUE e-mail account and Blackboard accounts associated with this class. All class communication will be done through these two platforms. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSYC 421: Question about Assignment. All emails will be returned in 48 hours unless I notify you otherwise. **\*\*See Email Policy at the end of the Syllabus**

### **Professional Conduct**

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated.

### **Children in the classroom**

I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. **I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.**

### **Department of Psychology Policy on Incomplete Grades and Withdrawal**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

### **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.siu.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.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

### **Academic integrity/plagiarism**

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. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### **University guidance on artificial intelligence (AI)**

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

### **University Policies and Information**

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siu.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

### **Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

### Course Schedule (Subject to Change)

Date	Topic & Readings	Reading	Activity/Assessment
1/10	Syllabus Review & Psychological Testing and Assessment	Ch 1	CA1: Syllabus Quiz TDP Assigned
1/17	Historical, Cultural, and Legal/Ethical Considerations	Ch 2 & Podcast	CA2: Podcast Discussion
1/24	Test Development/Test Project Work: Survey Development	Ch 8	CA3: Qualtrics Tutorial & Question Refinement
1/31	TDP Work Day - No Class	<b>TDP: Checkpoint 1 due on BB by Fri, Feb 2nd</b>	
2/7	A Statistics Refresher/Of Tests and Testing	Ch 3 & 4	CA4: M&Ms Activity
2/14	TDP Work Day-- No Class	<b>TDP: Checkpoint 2 due via Qualtrics Fri, Feb 16th</b>	
2/21	Reliability/Validity	Ch 5 & 6	CA5: Collect Test Project Data
2/28	<i>Midterm - Comprehensive Reflection #1 due on BB @ 5:00 pm</i>		
3/6	Spring Break		
3/13	Analyze Test Project Data (In Computer Lab)		CA6: Computing Reliability and Validity
3/20	Intelligence and Its Measurement	Ch 9 & Podcast	CA7: Podcast Discussion
3/27	Assessment for Education	Ch 10	CA8: College Admissions Challenge
4/3	TDP Work Day - No Class	<b>TDP: Checkpoint 3 due on BB by Fri, Apr 5</b>	
4/10	Clinical, Counseling, and Neurological assessment	Ch 13& 14	CA9: Mini Mental Status Exam
4/17	Personality Assessment	Ch 11 & 12	<b>TDP Paper Due on BB</b>
4/24	Assessment, Careers, and Business	Ch 15	CA 10: Futures Activity
5/1	<i>Final - Comprehensive Reflection #2 due on BB @ 5:00 pm</i>		

## Email Policy

The ability to send a brief, on-topic email is a professional skill that you will likely use for the rest of your career. Here are a few illustrative examples of emails to which I will and will not respond.

### Emails I will answer:

“Dr. Conoyer,

I’m a little worried about getting my paper done in time for the deadline. I’m working 30 hours a week and I was planning on working on the paper this weekend, but my aunt just passed away and I’m going to have to go to Kansas City for the funeral this weekend. Can I come talk to you in office hours about this?” -Student”

“Dr. Conoyer- I know the paper is due tomorrow, but I am having trouble with getting my paper uploaded via blackboard. I have called the IT office, restarted my computer, and have asked a friend for help but am still having trouble getting it to work. Is this something I can send to you via email?

Thanks, Student”

“Dr. Conoyer – I’m sorry to have to do this, but I’m going to have miss class today. My car broke down this morning and I live in St. Louis, and I have no other way to get to campus. I know I can’t make up the quizzes that I missed today, but I have a few questions about the chapters we read today. Can I set up an appointment to talk with you?”

Sincerely- Student”

### Emails I will NOT answer:

“hey, what do I need for the class activity/review/etc today?”

“Dr. Conoyer- I had a really bad fight with my roommate last night and I’ve been crying my eyes out all night. I just know that, even if I did come to class today, I wouldn’t even be paying attention anyway. To make it all worse, I’m totally stressed over my grad school applications, and I have three different meetings this week for my on-campus clubs, and I really need a mental health day! Anyway, I just can’t make it to class. Would you mind emailing me the slides for today’s lecture? I don’t want all this stress to affect my grade.”

*There are several things concerning with this email, but the most concerning are the overwhelming divulgence of personal details and the lack of responsibility for oneself. That being said, any time you are facing an overwhelming number of life stressors, don’t hesitate to make your professors aware of the situation as professionally as possible, as well as seek out appropriate resources, such as Counseling Services - (618) 650-2842.*

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus, I won’t respond. If you don’t hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.