

PSYC 4210: PSYCHOLOGICAL TESTING
Spring 2008

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Office Hours: Tuesday 12:15-1:15 or by appointment

Lab Instructor & Graduate Teaching Assistant: Ashley Williams, 301-G Psychology Building
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Meeting Time & Place: Monday, Wednesday, & Friday, 11:00-12:15, 243 Psychology Bldg (Lecture)
Thursday, 3:30-4:45, 105 Peabody (Lab)

Text: Cohen, J.R. & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement* (6th edition).

Course Objective: This course is designed to introduce you to psychological testing and assessment. After completing this course you will be familiar with the test development process, methods for evaluating the quality of tests, testing techniques, and different types of tests. Further, you will learn about the use of tests in organizational, educational, and clinical/counseling settings.

Prerequisites for this class are PSY 1101, PSY 2980, & PSY 2990 (co-requisite). In accordance with Psychology Department policy, if you have not successfully completed all of the prerequisites you will be required to withdraw from this course. If you do not withdraw, credit earned from this course will not count toward the requirements for the psychology major.

Course Requirements: There will be three exams throughout the semester. Each exam is worth 20% of your final grade. Thus, the three exams together make up 60% of your total grade. The format of each exam will consist of multiple choice, matching, and (possibly) short answer/essay questions. Content for each exam will include material presented in lecture and lab, information from the textbook, assigned readings, and information presented by guest speakers. The exams are not cumulative; however an overall understanding of the concepts and information from previous exams will be necessary for some questions.

A team project will count for 20% of your grade (described in detail later). Another twenty percent of your total grade (20%) will be a test review & critique (described later).

This portion of the grade will include participation in the lab, timely and thorough completion of assignments, and meeting project deadlines and other due dates. In summary, your grade in this course will be determined in the following way:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Team project & Lab	20%
<u>Test review & critique</u>	<u>20%</u>
TOTAL	100%

Missed Exams: Students will be allowed to make up **ONE** exam by taking a **comprehensive** final. In the event that you miss an exam, the make up exam will be administered during the final exam period at the end of the semester (see course calendar). The make-up exam will be comprehensive and will consist **entirely of essay questions** rather than the usual combination of short answer, multiple choice, and essay questions. If you miss more than one exam, you will receive a "zero" for the second missed exam. No exceptions. If a student would like to replace their lowest test grade, they may also opt to take the comprehensive final. In this instance, the higher of the two test grades will be taken and the lower of the two will be dropped.

Attendance Policy and Course Conduct: It will be very difficult for you to perform successfully in this class if you do not consistently attend both the lecture and lab section of this course. That said, there is no formal attendance policy in the lecture portion of this course. However, I will give two points extra credit randomly for attendance throughout the semester. To receive credit, you must be present in class and have your name plate, which I will provide you. However, attendance is mandatory in the lab section. At the start of each lab a sign-in sheet will be passed out and you will be required to provide your name and UGA ID number. Missing lab meetings will result in deductions from your lab grade.

TURN YOUR CELL PHONE OFF UPON ENTERING CLASS. This means no text messaging while in class or in the lab. Violations of this policy will adversely impact the lab portion of your grade.

Policy on Academic Dishonesty: Academic dishonesty is defined as cheating on examinations or take-home assignments, plagiarism, as well as soliciting or providing assistance to others on assignments when such assistance is explicitly forbidden by the professor. In this course, students are explicitly forbidden from providing assistance to others on examinations. The **minimum penalty** for any instance of academic dishonesty is an automatic grade of F for the final course grade. Appropriate University action will also be pursued in cases of academic dishonesty. Specific regulations relevant to this issue are contained in *The University of Georgia Student Handbook*. If you have any questions as to

what is considered dishonesty, please refer to this handbook or see the professor.

Other information: No student is compelled to attend class or sit for an examination at a day or time when he or she would normally be engaged in a religious observance or a day or time prohibited by his or her religious belief. It is the student's responsibility to review the calendar of events on the next few pages and notify the professor immediately if there is a conflict so that a reasonable accommodation can be made. Likewise, students with learning disabilities should obtain documentation of their learning disability and present this documentation to the professor immediately so that accommodations can be made for examinations, etc.

CALENDAR OF EVENTS: PSY 4210

Dates	Section	Topic	Readings & Due dates
Week 1 1/8 & 1/10	(T & Th)	Review of Syllabi Introduction to Psychological Testing & Assessment	Chapter 1
Week 2 1/15 & 1/17	(T & Th)	Historical, Cultural, & Legal/Ethical Considerations Norms, Correlation, & Inference	Chapters 2 & 4
Week 3 1/22 & 1/24	(T & Th)	Norms, Correlation, & Inference (con't)	Chapter 4 Sign-up for test to critique
Week 4 1/29 & 1/31	(T & Th)	Norms, Correlation, & Inference (con't), Scale Development Sign-up for test to critique (sign-up sheet on office door)	Chapter 4 Sign-up for test to critique
Week 5 2/5 & 2/7	(T & Th)	EXAM 1: 2/7 (CHPTS. 1-4) Reliability & Validity	Chapter 5 (skip 146-149 on "Alternatives to the true score model") Chapter 6 (skip 166-175 on "Expectancy data")
Week 6 2/12 & 2/14	(T & Th)	Validity (continued)	Chapter 6
Week 7 2/19 & 2/21	(T & Th)	Intelligence & Validity	Chapter 6 & 7 (skip 217-220 on "Item characteristic curves")
Week 8 2/26 & 2/28	(T & Th)	Intelligence: What it Means	Chapters 8 & 9

Week 9 3/4 & 3/6	(T & Th)	Intelligence	Chapter 10
		Exam 2: 3/6 (Chapters 5-12)	
Week 11 3/18 & 3/20	(T)	Personality Assessment	Chapter 11-12
Week 12 3/25 & 3/27	(T & Th)	Personality Assessment	Chapter 11-12
Week 13 4/1 & 4/3	(T & Th)	Personality Assessment	
Week 14 4/8 & 4/10	(T & Th)	Interviews & Assessment Centers	Test Critique Due 3/27
Week 15 4/15 & 4/17	(T)	Assessment Centers & PE Fit	
Week 16 4/22 & 4/24	(T & Th)	PE Fit	

EXAM 4: 4/22 (CHPTS. 11 & 12, PE Fit, Interviews, ACs)

Week 17 12/4 & 12/6	(T & Th)	Wrap up & Exam 3
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Comprehensive Make Up Exam- During Final Exam Period

Test Review and Critique

DUE 3/27 at the start of class

This is a group project designed to familiarize you with existing resources regarding tests and to provide you with the experience of appraising and critically evaluating an existing test. You should submit the test for instructor approval no later than 9/1. The test critique should focus on the main points listed below. Resources to use in evaluating your test will be discussed during the second week of lecture. If you have trouble finding resources, you should ask a reference librarian for assistance getting started.

A Warning about Plagiarism and Academic Honesty

This project requires you to find previously published critiques relevant to your test. Therefore, it is important that you use this material appropriately and avoid plagiarism, which is a very serious form of academic dishonesty. If you are unsure as to whether some behavior constitutes plagiarism it is your responsibility to contact the professor for clarification. **The minimum penalty for plagiarism is an F in the entire course.**

According to the Office of the VP for Instruction, plagiarism refers to:

"...substituting the words, ideas, opinions or theories of another that are not common knowledge, without fair attribution to that other person. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without identifying that

fact by appropriate marks, and/or merely stating that source generally in a bibliography without having noted the specific sources within the body of the work. Plagiarism includes, but is not limited to the following acts when performed without fair attribution:

1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate by the discipline;
2. Paraphrasing all or part of another person's written or spoken word without notes or documentation within the body of the work;
3. Presenting an idea, theory, or formula originated by another person as the original work of the person submitting that work;
4. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other work assignment as the student's own work.

For additional information on UGA's policy of academic honesty, go to www.uga.edu/ovpi/academic_honesty/sect05.htm

FORMATTING AND OTHER REQUIREMENTS:

- Your test critique should be written in APA format (e.g., 1" margins, 12-point font, double spaced, references in APA format, etc.) and include a discussion of the issues listed below.
- A copy of all references used in critiquing the test must be attached in order to receive credit for this assignment.

CONTENT AND ORGANIZATION OF YOUR TEST CRITIQUE:

General Information

- Title of test (including edition and forms if applicable)
- Author(s)
- Publisher, date of publication

Brief Description of the Purpose and Nature of the Test

- Type of test (e.g., individual or group, intelligence, personality, aptitude, etc.)
- Population for which test is designed (age range, type of person)
- Nature of content (e.g., verbal, numerical, spatial, motor, performance-based)
- Subtests and separate scores (if applicable)
- Types of items (e.g., multiple choice, fill in blank)
- Response scoring (e.g., Likert-type, dichotomous yes-no or true-false, qualitative scoring)

Practical Evaluation

- Ease of administration
- Time required to administer
- Costs of materials and scoring services (if applicable)

- Clarity of directions
- Scoring procedures
- Examiner qualifications & training required
- Face validity (does the test at "face value" appear to measure what it purports to?)

Technical Evaluation

- Normative data (if applicable)
- Standardization sample (discuss size, representativeness, age, sex, education level, occupation, geographic region etc. associated with test samples)
- Reliability evidence (types of reliability)
- Validity evidence (specific procedures used to determine validity and the results obtained, types of validity evidence provided [content, construct, criterion])

Overall Summary of Test - Your informed assessment of:

- Whether the test publisher claims are consistent with the reviewer comments
- Major strengths and weaknesses of test
- Your own evaluation of the test based on practical and technical (reliability & validity) grounds (be specific and reference specific information from your test to substantiate your points)

Lab Project

The purpose of this team project is to provide you with practical experience developing, administering, scoring and evaluating your own psychological measurement instrument. The construct that your team chooses to measure should be an attitude, personality-type characteristic, or some other non-ability based individual difference variable. For example, you could develop a measure of "College Student Attitudes Toward Condom Use", "Social Phobia", or "Interpersonal Warmth" - the possibilities are endless. You cannot develop a measure of ability (e.g., mechanical ability, clerical speed) or aptitude (e.g., numerical reasoning) since these tests are much more complicated to develop. Also, your instrument should be amenable to measurement using a paper-and-pencil survey.

The project will be divided into sections and due dates have been set for various parts of the project to facilitate its timely completion (see syllabi). On these due dates you are expected to have various tasks completed and will be asked to turn in material (e.g., draft of instrument, final survey, etc.).

You will be given a lot of guidance on this project and provided with time during lab to work on various parts of this project. You will, however, have to complete some of this work outside of class.

Grading of Team Project:

- One paper will be due which is representative of the TEAM'S EFFORT.
- Everyone on the team will receive the same grade.
- Peer evaluations will be used to help build accountability in the teams and help ensure that everyone pulls their weight. The professor may use this information when assigning final course grades.
- If a team is experiencing serious problems with a team member (e.g., performance problem), it is the team's responsibility to bring this to the attention of the TA and/or professor. This should be done ASAP so that accommodations can be made if necessary.
- The professor reserves the right to remove individuals from project teams and assign a comparable individual project if necessary.

Your team's report should be 12-14 pages long (double spaced with 1" margins, 12-point font). The report should be prepared according to APA style. If you are not familiar with APA style, be sure to consult the reference section of the UGA library. Use the following as a guide for the structure and format of your team's report:

Introduction

- Introduce the construct of interest, it's potential importance for research and applied practice. In so doing, you should make a clear and convincing case for why we need a measure of the construct that you are proposing.
- Clearly define the purpose of your study.

Construct Definitions and Development of Nomological Network

In this section you will need to go into detail about what your construct is. First, you should provide an operational definition of your construct. Next, you should propose a nomological network of related constructs, including hypotheses outlining these expected relationships. Be sure to clearly relate your construct to other constructs and discuss why you expect the relationships that you do in your nomological network (you will need to cite research and theory to substantiate you points here). You may also discuss over-arching theories that you may have used in operationalizing your theory (e.g., Big 5 personality theory, cognitive dissonance theory, social comparison theory, sex role stereotypes theory, etc.).

- You can use a figure if you want to illustrate your nomological network.

Method

- Describe the process that your team used to develop your measure (e.g., how items were generated and screened, the number of items you wrote, dimensionality of your measure, how items were scaled & the scale anchors used, item try-out process, etc.)
- Describe the other measures used as construct validity evidence (i.e., the stuff in your nomological network). This should include the items in each measure, scale anchors, and previous reliability and validity evidence.
- Describe the actual method(s) your team used to collect the data (e.g., who participated in item try-outs, number of surveys distributed & completed,

characteristics of the sample like age, race/ethnicity, year in school, work experience, other relevant experience, etc.).

Results

- Describe the results of your data analysis (e.g., reliability analysis, correlational analysis, etc.). Be sure to describe the specific analyses that your team performed and provide tables of these results as appropriate.
- DO NOT DISCUSS THE FINDINGS IN THE RESULTS SECTION - ONLY REPORT THE RESULTS.

Discussion

- Discuss the results found in the previous section. In this part of the document you should comment on why you found the results that you did, using previous research and theory to substantiate your points. Rather than simply reporting what you found (like you did in the previous step), you should elaborate on your findings and interpret them in light of what you expected. For instance, if certain items did not pan out for your measure, why might this be? Looking back on these "bad" items, do they appear to be tapping something different from the other items, are they ambiguously worded, etc. Also, discuss the pattern of correlations that you found with the constructs in your nomological network (significant and non-significant ones) - what do these correlations mean?
- You should also discuss the limitations of your study (e.g., generalizability, idiosyncratic testing conditions, whatever else seems relevant), practical implications, and specific suggestions for future research related to your construct. This could include specific suggestions for revisions of the instrument that you developed and/or ideas for future research with the construct.
- Don't forget to include a closing paragraph summarizing the whole project.

References, Appendices, and Tables

- This section should include a list of citations (references), a copy of the actual survey you used to collect the data (appendix), and tables of your results.