

*Syllabus*  
**Psychological Assessment/Measurement**  
**PSY 572 / SPED 572**

**Fall 2012**

**Instructor:** Karin Tochkov, Ph.D.



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*NOTE: I try to respond to all e-mails within 24 hours during weekdays unless I notify the class that I will not have access to e-mail for a short period of time.*

**Office hours:** virtual office hours (e-College)

**Telephone:** (903) 468-6056

*NOTE: Please use e-mail as the main form of communication for this course, but if there are personal issues you would like to discuss, please feel free to contact me but realize that I may not be able to respond immediately. Also, please note that all emails through eCollege go to your default email account, which may be your MyLeo account. Therefore you will need to check this account regularly.*

**Required Text**

Cohen, J. C. & Swerdlik, M. (2010). Psychological Testing and Assessment (7<sup>th</sup> ed.). McGrawHill.

**Catalog Description:** This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying

appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores.

## PREREQUISITE

Graduate standing.

**Student Standards of Conduct:** Students are responsible for knowing and adhering to the TAMU-Commerce policies and procedures outlined in the TAMU-Commerce Graduate Catalog, including but not limited to TAMU-Commerce’s principles of academic integrity (see Academic Honesty).

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me.

**Inclusion:** Students requesting accommodations for disabilities must go through the Office of Student Disability and Services. For more information, please contact the Director of Disability Resources & Services, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148. E-mail: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

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### **Global Course Objectives:**

1. Gain factual knowledge (e.g., terminology, classification, methods, trends)
2. Learn fundamental principles, generalizations, or theories

3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Specific Course Objectives:** The content of this course involves:

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- a. Historical perspectives concerning the nature and meaning of assessment;
- b. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
- e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
- f. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status; and
- i. Ethical and legal considerations.

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**Methods of Evaluation:**

**1. Written Reports.** Each student will self-administer an assessment instrument and will write a report. Each report will include the following about each instrument *in the following order*:

User qualification level and brief description of qualification level (see appropriate website)

Validity (please include numeric values for validity evidence provided in manual, and provide explanation of meaning and summary statement)

Reliability (as above, for validity)

Interpretation

Next, please answer the following questions:

How did results confirm or disconfirm your knowledge of yourself? Any surprises? Please elaborate.

What are the implications of your findings as far as your understanding of yourself as a therapist in training?

Finally, provide a critical analysis of the instrument in terms of its overall usefulness (in what ways might the instrument be useful?), and applicability (in which settings?), as well as any other information you think pertinent.

Reports should be at least two pages and no longer than four pages. Please use appropriate font, #12 font size and 1" margins. Double space. Please do not turn in actual protocols, only written reports. Please include references.

***Failure to turn in assignments on time will result in points being deducted from the assignment grade. Points deducted for late assignments will be determined by the instructor as necessary.***

**2. Presentations.** Each student will create one PowerPoint presentation that need to be uploaded at eCollege under shared documents. The topic of the presentations should relate to the field of assessment. Examples might include: multicultural issues in assessment, controversies in assessment, or the use of a specific instrument (provide a brief overview of its intended use as well as its technical features. I encourage you to pursue a topic that is of interest to you. If you are unsure about the appropriateness of a topic, just ask.

For the presentation you are to create a PowerPoint presentation. The presentation must also include discussion questions or activities designed to further the class's understanding of the material.

**3. Discussions-** will be required as described in the Discussion tab of eCollege. Your comments should be substantive and civil, as different viewpoints will be expected and encouraged. Posts that are not civil, per my judgment, will receive a score of 0. You will be asked to post your comments in the threaded discussion section. The purpose of the

discussion post is to get you focused on the content. Your posts will be graded for depth of understanding/thought and detail.

**4. Midterm and Final Exams.** Format for midterm and final exams may include: multiple choice, true/false, fill-in- the-blank, and/or case studies. Some items may be cumulative.

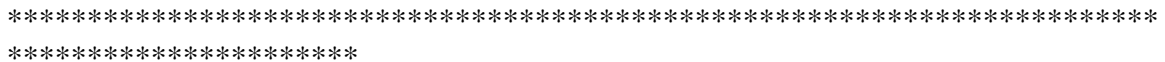
Make up exams may be given ONLY by special permission from the instructor. Arrangements for make-up exams must be made prior to the date of the exam (in emergency cases, this stipulation may be waived, provided the student takes the initiative to contact the instructor). Limited times may be available for make-up exams. It is in the student’s best interest to take the exams as scheduled. No make-up exams will be given after an exam has been administered and/or reviewed in class.



Ethical issues pertaining to course assignments:

- \*You must adhere to the APA Code of Ethics at all times
- \*You must assess yourself.
- \*You must attest that the reports you hand in are your own work.
- \*You may not use other students’ work for your reports.
- \*You may not assess any member of your family.
- \*You must keep all assessment materials private (they are not for dissemination to the general public).

Any ethical violation, including but not limited to the issues mentioned above, will be viewed as a serious transgression and will be dealt with as such. No exceptions.



**Grade Distribution:**

Written Report .....	20%
Presentation .....	20%
Midterm.....	20%
Final.....	30%
Discussions.....	10%

**Grading Scale** (based on total number of points):

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

**Important Notes:**

- \* APA writing style (5<sup>th</sup> edition) is required for all written assignments.
- \* While students are encouraged to work collaboratively, each student must turn in her or his own work.
- \* All assignments are due as scheduled below. Late assignments will not be accepted without prior approval.

## COURSE SCHEDULE

- Week 1      Class: Introductions, etc.  
                 Chapter 1: Psychological Testing and Assessment
- Week 2:      Class: Historical, Cultural, and Legal/Ethical Considerations  
                 Chapter 2: Historical, Cultural, and Legal/Ethical Considerations
- Week 3:      Class: Basic Assessment Principles and Statistics  
                 Chapter 3: A Statistics Refresher
- Week 4:      Class: Assessment principles, Reliability  
                 Chapter 4: Of Tests and Testing; Chapter 5: Reliability
- Week 5:      Class: Validity, Instrument Selection, Administration, Scoring and  
                 Communicating Results  
                 Chapter 6: Validity, Chapter 8: Test Development
- Week 6:      Class: IQ testing  
                 Chapter 9: Intelligence and Its Measurement, Chapter 10: Tests of  
                 Intelligence
- Week 7:      Class: Achievement and Aptitude Testing
- Week 8:      *Midterm Exam*
- Week 9:      Class: Personality Assessment  
                 Chapter 12: Appraisal of Personality; Chapter 13: Personality Assessment  
                 Methods
- Week 10:     Class: Assessment and Diagnosis  
                 Chapter 14: Clinical and Counseling Assessment
- Week 11:     Class: Suicide Assessment

Week 12: Class: The Nervous System and Behavior and the Neuropsychological Examination  
Chapter 15: Neuropsychological Assessment

Week 13: Thanksgiving Break

Week 14 Class: Assessment with Children, *Review for Final Exam*

Week 15 *Final Exam*  
*Written report due*

*NOTE: This schedule is tentative and subject to change at the discretion of the instructor. If changes are made, students will be given ample time to complete assignments.*