

Argosy University San Francisco Bay Area  
Department of Counseling Psychology  
MA in Forensic Psychology  
Syllabus  
Course Title  
Individual Assessment  
Course Number FP6020  
Fall Semester 2007

Instructor: Dr. Russell A. Chapman, Ph.D.  
Phone: TBA  
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Office Hours: TBA

Required Texts:

Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing: Principles, Applications, and Issues, 6<sup>th</sup> Edition*. Belmont, CA: Wadsworth/Thomson Learning. ISBN: 0534633064

Dana, R. (2005). *Multicultural Assessment Perspectives for Professional Psychology*. Needham Heights, MA: Allyn & Bacon. ISBN: 0205140920

Course Description:

This survey course is designed to provide students with a basic understanding of the core concepts related to psychological tests, their psychometric properties, and applications. Basic statistical concepts will be covered to facilitate an understanding of reliability, validity, scaling and norming in test construction, and test results; statistical concepts will be taught in a manner to support the student in understanding and appreciating the meaning of test results. Students will also become familiar with the more commonly used assessment tools and their functions as well as limitations. The implications of test results, the making of referrals for testing, and the impact of cultural and ethical issues will also be covered to enable students to effectively utilize psychological testing in mental health settings.

**Final Date to Drop the Class:**

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Full Term (15 week courses): November 12, 2007

**Fall First Session (7 ½ week courses): October 8, 2007**

Fall Second Session (7 ½ week courses): November 29, 2007

**LEARNING OBJECTIVES:** After Completing the Course Students will be able to:

- 1) develop a fundamental knowledge of commonly-used psychological tests in each area of functioning and will understand the appropriate uses for psychological testing.
- 2) demonstrate their understanding of the statistical and psychometric concepts necessary for comprehending test results and psychological assessment reports.
- 3) apply critical thinking to both the process of psychological testing as well as to the information

- it provides.
- 4) develop an understanding of the cultural and ethical considerations in using psychological tests.

### Program Outcomes: Master of Arts in Forensic Psychology

#### Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

#### Program Outcome Two:

**A.** Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

**B.** Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

#### Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

#### Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

### Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an "A" in the course.

### Course Requirements:

The course requirements are weekly reflection papers, weekly online quizzes, and a group paper presented/final paper due during the last two or three classes.

### Online Text Quiz:

The quizzes in this course will be administered after each week of the course, online. The quizzes will be 25-50 multiple choice or true/false questions. You will be allowed to have multiple attempts in taking these quizzes, because the idea is to "learn" the material, not test you on what you don't know. Your quizzes will be graded online and you are encouraged to "re-take" then as many times as you want to raise your score as much as possible. You may retake these quizzes through week 14 of this course. No quizzes can be retaken week 15. The quizzes will be

based on theoretical perspectives presented in the textbooks and class discussion. The dates of the quizzes are stated on the weekly schedule of this document.

#### Weekly Paper Review:

This is an independent assignment based on reflecting on the course material discussed and reviewed. These papers need to be at least 3 pages in length. These papers should answer the following questions: (1) What did I learn from the textbook or class discussion; (2) What theoretical material proved to have significant value for me and why?; (3) How can I take what I have learned in class discussion and the textbook and use it in my present or future career/life. The papers must be done in APA format. This means at minimum you must have the correct title page, level headings, paraphrasing, headers and footers, and reference page. There will be no need for an abstract page. If you need help with this requirement, please see your instructor. There will be 15 weekly papers complete throughout the semester. It is mandatory that these papers be turned in online in a Microsoft word document or “text-rich” file format.

#### Final Paper/Presentation Guidelines:

The final paper will be a group project. You are encouraged to be in groups of 4 to 5, but I do allow groups with more or less depending on the circumstances. I also allow “groups-of-one.” However, any student requesting to be in a group-of-one must realize that she or he will be expected to do the same level of work/performance as a group of five. The purpose of this assignment is for each group to pick a standardized test e.g. Binet Scales, WISC, WPPSI-III, Beck’s Depression Scale, etc, and examine it through the concepts introduced in this course. All topics must be instructor approved so not to duplicate a topic presented in class. The paper and or presentations should cover the following areas; (1) Basic history of the test, (2) the basic construction of the test, (3) the statistical analysis (how the test is best reported and how is that report illustrated), (4) the reliability and validity of the test (report back on research studies previously performed with this test, (5) an evaluation of how the test is written and evaluated, and (6) the administration of the test and by which interviewing technique. This paper must be 15 to 20 pages, double spaced and in APA format as stated above, with the addition of an abstract page. The due dates are stated in the weekly schedule of this document. It is mandatory that these papers be turned in online in a Microsoft word document or “text-rich” file format. As part of this requirement groups are expected to present their papers in a formal presentation format. This could mean a traditional “black board or overhead” presentation or a presentation by technological means such as power point. The “way” in which the group presents their presentations is up to them. The presentation portion of this requirement is worth 50% of the total requirement.

#### Week                      Topics & Readings

**Week 1:**                      Introduction to psychological testing, Norms & Statistics for Testing

Readings: Psychological Testing pages 1-61

Multicultural Perspective pages ???

**(Online Weekly Quiz)**

**(Weekly Paper Review)**

**Week 2:**                      Readings: Psychological Testing pages 62-156

Multicultural Perspective pages ???

**(Online Weekly Quiz)**

**(Weekly Paper Review)**

- Week 3:** Correlation and Regression & Reliability & Validity  
Reading: Psychological Testing pages 62-156  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 4:** Correlation and Regression & Reliability & Validity  
Reading: Psychological Testing pages 62-156  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 5:** Writing and Evaluating Test Items & Test Administration  
Reading: Psychological Testing pages 157-200  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 6:** Writing and Evaluating Test Items & Test Administration  
Reading: Psychological Testing pages 157-200  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 7:** Interviewing Techniques & Theories of Intelligence and the Binet Scales  
Reading: Psychological Testing pages 201-251  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 8:** Interviewing Techniques & Theories of Intelligence and the Binet Scales  
Reading: Psychological Testing pages 201-251  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 9:** The Wechsler Scales & Applications in Clinical and Counseling Settings  
Reading: Psychological Testing pages 252-277 & 347-389  
Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**
- Week 10:** Projective Personality Tests & Tests Based on Psychological Science and the New Age of Computers  
Reading: Psychological Testing pages 390-450  
Multicultural Perspective pages ???

**(Online Weekly Quiz)  
(Weekly Paper Review)**

**Week 11:** Testing in Counseling Psychology & Test Bias  
Reading: Psychological Testing pages 452-474 & 538-572  
 Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**

**Week 12:** Ethics and the Future of Psychological Testing  
Reading: Psychological Testing pages 611-633  
 Multicultural Perspective pages ???  
**(Online Weekly Quiz)**  
**(Weekly Paper Review)**

**Week 13:** Course Overview

**Week 14:** Group Presentations/Final Papers

**Week 15:** Group Presentations/Final Papers

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not participate</b> in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the

	topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , or paper not submitted

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

Library

*All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior

Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

#### Academic Dishonesty/Plagiarism:

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

#### Scholarly writing:

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

#### Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity:

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.