

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Course Title Introduction to Psychological Testing

Course Number PC 6240 BLA

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Office hours by appointment

Required Text

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

Course Description

This survey course is designed to help students understand the basic concepts of psychological assessment, its purpose, and its clinical applications. Students will become familiar with commonly used assessment tools and their functions, and their psychometric properties. Basic statistical concepts will be covered to facilitate an understanding of reliability, validity, scaling and norming in test construction, as a foundation for assessing tests and test results. The implications of assessment for different populations based on age, ethnicity, and stages of development will also be covered. Thoughtful consideration to the implications of test results, the making of referrals for testing, and the impact of cultural and ethical issues will enable students to effectively utilize psychological assessment information in mental health settings.

Course Objectives

1. Students will develop a fundamental knowledge of commonly-used psychological tests in the areas of cognitive and personality functioning. Students will also become exposed to a broad range of self-report inventories and measures available in clinical practice.
2. Students will demonstrate a solid understanding of the statistical and psychometric concepts necessary for comprehending test results and psychological assessment reports.
3. Students will be able to apply critical thinking to both the process of psychological testing as well as to the information it provides.
4. Students will be able to identify appropriate and non-appropriate uses of assessment tools and results for clients of different cultures, language fluency, and stages of development.
5. Students will consider the ethical implications of using psychological assessment.

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Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and activities as well as online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Intralearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. Online weekly interaction is considered part of your class participation grade.

Session I begins online the week of 1/8/06 and meets on the weekends of 1/13-14/06 and 2/10-11/06 (from 9am to 5pm).

Schedule and Content Areas

Week 1: Introduction to Psychological Testing

Read Chapter 1 and answer the intro questions posted on the Discussion forum.

Read Chapters 2, 4, and 5 (skim 7 and 8) in preparation for the first weekend class.

Weekend 1

Saturday

Introduction and review of curriculum and assignments

Theory of psychological testing

Psychometrics and Statistics: Understanding what the numbers mean

Discussion of class presentation

Sunday

Test administration

Clinical Interviewing in assessment

Midterm

Review of midterm

Week 2: Measures of Intelligence

Read Chapters 9 and 10.

Week 3: Ability, Achievement, and Aptitude Tests

Post your choice of assessment measure for the presentation.

Read Chapters 11 and 12.

Week 4: Structured personality measures

Read Chapter 13.

Week 5: Projective personality measures

Read Chapter 14.

Weekend 2

Saturday

Intelligence testing

Personality testing

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Projective testing

Sunday

Other specialized forms of testing

Presentations

Final Exam

Review of final exam

Week 6: Specialized assessment measures of other functioning
Read Chapters 17 and 18.

Week 7: Cultural and ethical issues related to testing
Read Chapter 19 and 21.

Student Performance Evaluation Criteria and Procedures

Students will be evaluated in the following areas:

Midterm exam (15%)

Presentation/Paper (25%)

Final Exam (25%)

Class Assignments (15%)

Participation (20%)

Criteria for Class Participation

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

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and

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	classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

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

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

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.

In addition, 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.

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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), 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.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

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