Course Overview

The main objective of this course is to provide you with a comprehensive overview of the field of psychological testing and assessment, with emphasis on the (a) basic psychometric concepts and principles underlying test development and use, (b) major uses of psychological tests and other tools of assessment in school, clinical, counseling, business, and other settings, and (c) historical, cultural, and legal/ethical context of assessment. In addition, you will apply your learning about psychological testing and assessment to conduct an in-depth critique of an existing instrument.

Required Text:


Additional Readings *(On Electronic Reserve)*:


In addition to the above readings, you will self-select and read a range of literature related to the class assignments (e.g., test reviews & critiques, manuals, journal articles). Optional supplemental readings are listed in each week’s content.

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**Course Schedule:**

This eight-week course is divided into eight modules, with each module (except, in some semesters, module one), lasting one week. Regardless of the day of the week that this course begins, the first module will end on Sunday at midnight. The remaining seven modules will each be one full week long, with each week beginning on midnight Sunday and ending at midnight on the following Sunday. The topics of each week include:
Week One: Introduction to the Course, Class-members, and Instructor
   Reading: N/A

Week Two: Introduction to Psychoeducational Assessment, Norms & Basic Statistics for Testing, Correlation & Regression
   Reading: Chapters 1-3

Week Three: Reliability & Validity
   Reading: Chapters 4-5; Benson
   Due: Assignment #1

Week Four: Test Item Development & Administration, Interviewing Techniques
   Reading: Chapters 6-8; Shriver, Segool, & Hartford

Week Five: Intelligence and Its Assessment in Educational Settings
   Reading: Chapters 9-12; Decker, Hale, & Flanagan
   Due: Assignment #2

Week Six: Applications in Clinical & Counseling Settings
   Reading: Chapters 13-15; Crespi & Politikos; Hojnoski et al.

Week Seven: Applications in Counseling, Health, & Business Settings
   Reading: Chapters 16-18; Gower et al.; Nickerson & Fishman; Verlinden et al.
   Due: Assignment #3

Week Eight: Issues in Psychological Testing & Assessment
   Reading: Chapters 19-21; Riccio & Rodriguez; Knauss
   Due: Final Examination
Weekly Course Format

Weeks Two through Eight will follow a similar format. This format includes five components: (1) Introduction, (2) Thought Question, (3) Weekly Content, (4) Discussion Questions, and (5) Application. Not every week will have an application, however. Each of these components is defined below.

**Introduction.** The introduction to the week is a brief overview of what you will be doing and learning about during this segment of the course.

**Thought Question.** The thought question provides an anticipatory set for what you will be studying during the week. It is designed to help you reflect on and connect your prior experiences and knowledge to the content to be studied in the upcoming week. Each class member is required to post a response to the thought question by Tuesday of the week at midnight. Note that this initial posting should be completed before looking at the content of the week. In addition, each class member is responsible for responding to at least 2 classmates’ postings by Thursday of the week at midnight. Thought questions are posted to the entire class.

**Content of the Week.** The content of the week includes required readings (selected from the course text and other materials available electronically within the course) and supplemental readings. The supplemental readings are not required, but are provided for those students who wish to explore the concepts studied during each module in more depth. Readings should be completed by Thursday of the week at midnight. In addition, some applications will require additional readings selected by the student.

**Discussion Questions.** Discussion questions help you make sense of the readings for the week. Make an initial post in response to the discussion questions by Thursday of the week at midnight. Then respond to each other’s posts and post responses between Thursday and the end of the instructional week (Sunday at midnight), responding to at least two of the posts.

**Application.** The application is an individual activity that is designed to help you synthesize and apply what you have learned during the course and constitutes the assignments for the course that receive a grade. Unless otherwise stated, applications are due at the end of the instructional week in which they are assigned (Sunday at midnight).

While you may choose to work ahead of schedule, the following is an example of a general personal schedule that will help you keep pace each week:

**Sunday/Monday/Tuesday**

1. Read introduction
2. Post my response to thought question (Due by Tuesday at midnight)
3. Begin readings for the week
Tuesday/Wednesday/Thursday

1. Read classmates’ thought questions and respond to at least two classmates’ postings (Due by Thursday at midnight)
2. Finish all required readings for the week as well as any supplemental readings of interest (Complete by Thursday at midnight)
3. Post my responses to two discussion questions (Due Thursday at midnight)

Thursday/Friday/Saturday/Sunday

1. Respond to at least two class members’ posts by midnight.
2. Look ahead to the following week

Assignments and Grading:

There are a total of four assignments in this course, each of which will count as a weighted portion of your final grade. These assignments include: (1) Identification of a Psychological Construct (10%), (2) Identification of Available Instruments (10%), (3) Summary of Test Reviews, Critiques, & Research (20%), and (4) Final Examination (30%). The exam will consist of multiple-choice and/or essay questions drawn from the required course reading. The remaining 30% percent of your grade is participation in the class (posting and responses). Posting of your responses should show your completion, understanding, and integration of the journal articles and text content as they relate to the questions. The assignments and final exam are described in more detail below:

Assignment 1: Identification of a Psychological Construct. A psychological construct is an “attribute of people, assumed to be reflected in test performance” (Cronbach & Meehl, 1955, p. 283). Many psychological constructs, such as intelligence, self-esteem, reading comprehension, and creativity, are latent and not directly observable. Many psychological tests are developed to measure such latent constructs. During the second week of the course, you are to begin reviewing the psychological literature and select a psychological construct that is of interest to you. After reviewing the literature, you are to write a 1-2 page paper, not including references, defining the construct and what is generally known about it. The literature review does not have to be exhaustive, but should be of sufficient depth to provide a general understanding of the construct. This assignment is due at the end of Week 3 of the class, Sunday at midnight.

Assignment 2: Identification of Available Instruments. During the fourth week of the course, you will engage in a review of the available tests of your construct of interest. For up to three tests that are used in practice by school psychologists, counselors, and/or therapists, provide the following information as that given in the following example for the Draw-A-Person test:

**Title:** Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults.  
**Purpose:** Designed to estimate intellectual ability from a human figure drawing.  
**Population:** Ages 4-0 to 89-11.
Publication Date: 2004.
Administration: Individual or group.
Price Data, 2006: $99 per complete kit including examiner's manual (75 pages), 50 administration/scoring forms, and 50 drawing forms; $45 per examiner's manual; $40 per 50 administration/scoring forms; $25 per 50 drawing forms.
Time: 8-15 minutes.
Authors: Cecil R. Reynolds and Julia A. Hickman.
Publisher: PRO-ED.

Please see the Appendix to the syllabus for information on how to find tests in print. This assignment is due at the end of Week 5 of the class, Sunday at midnight.

Assignment 3: Summary of Test Reviews, Critiques, & Research. During weeks 5 and 6 of the course, you are to select one of the tests you chose to list in Assignment 2. You will then review the literature on the psychometric properties of this instrument, using such sources as the Mental Measurements Yearbooks, Tests in Print, the test publisher's manuals and catalogs, professional journals, and measurement textbooks. Compare and contrast the results of your literature review and then answer the question: "Are the results of your test valid for its intended purposes?" Explain.

This assignment is due at the end of Week 7 of the class, Sunday at midnight.

Final Exam. During the last week of the course, the course final will consist of a 2-hour exam consisting of multiple-choice and essay items. The content for the exam will consist of the assigned course reading. The exam will be open-note and open-book. Students who have not finished the reading for the course and studied for the exam will be a severe disadvantage and will likely not finish the exam. The final exam is due on the last day of class, Sunday at midnight.

The following summarizes the weight assigned to each assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of a Psychological Construct</td>
<td>10</td>
</tr>
<tr>
<td>Identification of Available Instruments</td>
<td>10</td>
</tr>
<tr>
<td>Summary of Test Reviews, Critiques, &amp; Research</td>
<td>20</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30</td>
</tr>
<tr>
<td>Participation and Posting</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Each student’s points on all assignments will be totaled and a final grade will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 or above</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>E</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

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**Course Policies**

Respect, honesty, and professionalism are always expected in this course. In addition, we expect graduate students to abide by the following policies:

**Participation Policy:**

This course moves at a quick pace and is time-intensive. Please make sure you allocate enough time to successfully complete this course and keep on schedule. While there is a statement of expectations for the minimal number of times you must interact in a discussion forum (i.e., make an initial post and respond to at least two classmates’ postings), it is expected that each of you will fully participate in discussion rather than checking off that you’ve met the minimal requirements. Also, please note that it is important to share diverse opinions because we all learn from new perspectives. References to specific articles or the text should be cited in your responses. Finally, please remember that the quality of your participation matters just as much as the quantity of participation.

**Assignment/Grading Policy:**

Unless otherwise specified, assignments are due on Sunday at midnight during the week in which they were assigned. Please do your assignments carefully and on time. If you are having difficulty meeting assignment time lines, you must contact the instructor prior to the due date.
• Papers submitted late will not receive a grade higher than "B," although a note is made of the quality.
• Papers, submitted on time, receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed.
• Poorly written and/or carelessly proofread papers are sometimes returned ungraded until spelling, punctuation, or mechanical errors are corrected. Such papers ordinarily receive a grade of "B" or lower.
• Grade of Incomplete: Incompletes (I) are rarely assigned as a course grade except in extremely unusual circumstances. It is up to you to plan accordingly and finish work during the scope of this course.

Quality and Style of Writing:

All students must demonstrate competence in writing. Ability to write will be a part of all assignments. Papers should be double-spaced, 12-point font, 1” margins. Editorial Style of the American Psychological Association (6th Edition) is required.

Instructional Modifications:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Students with disabilities, who need reasonable modifications to complete tasks successfully and otherwise satisfy course criteria, are encouraged to discuss with the instructor as early in the course as possible and to identify and plan specific accommodations. Student will be asked to supply the letter from the Office for Students with Disabilities to assist in planning modifications.

Student Conduct Code:

UF students are bound by the Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Acceptable Use Policy:

Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.
Software Use:

All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate. For resolving technical issues, contact http://helpdesk.ufl.edu.

Course Online Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

APPENDIX

Finding a Test

Critical evaluations of published tests are important sources of information on the test validity. Is it valid - does it measure what it purports to measure? Is it reliable - will it achieve consistent results on repeated administrations? The purpose of this guide is to list sources of critical reviews of various kinds of tests.

Three important points to keep in mind:

- Validated published tests are protected by copyright and must be purchased from the publisher in order to use or administer them. The School Psychology Test Library has a small collection of published tests. These published tests cannot be copied or checked out without permission from the School Psychology Test Librarian.

- Experimental tests (unpublished, not validated, not copyrighted) are less restricted and in many cases may be used, revised, administered. Unpublished tests usually appear in journal articles and can be used free of charge.

- It is often easier to locate a test by attribute (racism, anxiety, intelligence) than a specific test by name.
Using PsycInfo, ERIC, or CINAHL databases to find unpublished tests, scales or measurements:

- Enter a key word search using broad attributes such as: eating disorder, racism, child development, or stress in the first box.
- Depending on which database being used, the second box should have the following information:

  **PsycInfo:**
  
  o Type the word appended in the next box and, using the pull down menu, change the Select a Field (Optional) to TM Tests and Measures.

  **ERIC:**
  
  o Type the word test* in the next box and, using the pull down menu, change the Select a Field (Optional) to Pu Publication Type. Be sure to add the asterisk after the word tests.

  **CINAHL:**
  
  o Type questionnaire* in the next box and, using the pull down menu, change the Select a Field (Optional) to PT Publication Type. Be sure to add the asterisk after the word questionnaire.

- The result is a list of journal articles that have a test, measure, or scale appended to the article.
- Print the PDF/HTML copy of the article or use the Find It button to obtain a copy of the article/test.

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**TEST REVIEWS AND EVALUATIONS**

Comprehensive Handbook of Psychological Assessment

Vol.1: Intellectual and Neuropsychological Assessment; Vol.2: Personality Assessment

Vol.3: Behavioral Assessment; Vol.4: Industrial and Organizational Assessment

A Consumer's Guide to Tests in Print. 2nd ed.

Dictionary of Behavioral Assessment Techniques
Encyclopedia of Psychological Assessment

Handbook of Family Measurement Techniques

Handbook of Psychiatric Measures

Handbook of Tests and Measurement in Education and the Social Sciences, 2nd ed.

Instrumentation in Education: an Anthology

Measures of Personality and Social Psychological Attitudes

Measuring Health: a Review of Quality of Life Measurement Scales

*Mental Measurement Yearbook 1938-current

*Tests in Print

*Test Critiques (1984-current)


Handbook II, 1966-74

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DATABASES

Electronic indexes and databases are available to all on the Library computers. Unless noted otherwise; access to databases and indexes from campus computer labs or off-campus computers is restricted to CSUS students, faculty, and staff. Instructions for off-campus access are available at Off-Campus Access to Library E-Resources.

Mental Measurements Yearbook (EBSCO)

ERIC (EBSCO) (1966-current)

PsycINFO (EBSCO) (1987-current)

Test in Print (EBSCO)

CINAHL (EBSCO)
TEST INFORMATION ON THE INTERNET (examples)

ETS Test Collection (http://www.ets.org/testcoll/index.html)

International Personality Item Pool (http://ipip.ori.org)

SPECIAL POPULATIONS (examples)

Assessment of Exceptional Students: Educational and Psychological Procedures, 6th ed.


A Guide to 75 Tests for Special Education

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:
http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University of Florida Police Department: 392-1111 or 9-1-1 for emergencies

Sexual Assault Recovery Service (SARS)
Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [http://teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)


Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)