

PSYC 432: Psychological Tests and Measurement

Instructor:	Dr. Tim Loboschefski	Office:	Guion A04
Class Meetings:	T/R: 2:45 – 4:00 W (Lab) 2:30 – 5:20	Office Hours:	By appointment
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Texts: *Essentials of MMPI-2 Assessment* (2001). Nichols, D.S. Wiley Publishing
Essentials WISC-IV Assessment (2004). Flanagan, D.P. & Kaufman, A.S.. Wiley Publishing
Essentials of Assessment Report Writing (2004). Lichtenberger, et. al. Wiley Publishing

Purpose: The purpose of the course is to provide the knowledge and skills in understanding, selecting, scoring, and interpreting individual and group administered psychological and educational tests. An expansion and review of statistical constructs and test construction principles will be in order to critique the appropriateness of available psychological and academic achievement tests. By the end of this course, each student should be able to:

1. Evaluate tests using basic measurement constructs such as validity, reliability, norms, and standardization.
2. Conduct a battery of tests and interpret the results in a professional report.
3. Describe the categories of assessment instruments and exhibit a general familiarity with several measures from each category.
4. Demonstrate working knowledge of the important ethical and legal issues related to group and individual assessment.
5. Consider issues regarding racism, sexism, and cultural diversity when making assessment decisions.

Fall Semester 2008		
Week of:	Topic	LAB TOPIC
Aug. 28 th	The Dodo Bird's conjecture	-----
Sept. 2 - 4 th	Psychometrics and a history of testing	Ethics & the Intake Interview
Sept. 9 – 11 th	The laws of the land and our professional responsibilities	Finishing YOUR testing
Sept. 16 – 18 th	Personality clusters: We've got the nuts, who's got the nougat?	Stats and Reliability/ Validity
Sept. 23 – 25 th	An exam taken and the DSM examined	MMPI-2
Sept. 30 – Oct. 2 nd	The difference between being insane and eccentric Reading Days 28th – 29th	MMPI-2 subscales and MMPI-RF
Oct. 7 – 9 th	Eugenics: Psychometrics' dirty laundry	Report Writing
Oct. 14 – 16 th	Theories of Intelligence	Scoring Batch tests
Oct. 21 – 23 rd	The BITCH, the CRUST and lessons of culture	WISC-IV
Oct. 28 – 30 th	Beyond IQ	Administration WISC
Nov. 4 – 6 th	Projective Testing: Penguins skinny-dipping in fondue	Scoring WISC
Nov. 11 – 13 th	Thematic equivalents	Scoring Rorschach
Nov. 18 – 20 th	I see an exam right before I cut you loose!	Scoring TAT
Nov. 25 – 27 th	THANKSGIVING BREAK!!	-----
Dec. 2 – 4 th	Some also rans and random bits to fill in the gaps	Putting it all together
Dec. 9 – 11 th	Student choice	Case Presentations
<i>Final exam: Self scheduled during exam week (starting Dec 10th)</i>		

Requirements (Lectures & Textbook): Both the textbooks and content of this class is directed towards the abilities and potential of our majors as the "emerging graduate student." There is a level of independent work that is required for this class and we will not be engaging simply in a "chalk and talk" style in the classroom and labs. The texts are tools that are used in our assessments and while we will cover some of the detail in class, you are expected to integrate information from the texts on your own.

Class lectures will provide the context and important issues surrounding the test battery you will be giving this semester. I will not lecture straight from any book, so it is imperative that you keep up with the readings and course material and contact me if there are any comprehension issues in the material.

Requirements (Lab): Laboratory attendance is MANDATORY !! The labwork for this class is both hands-on and your major project requires that you get the information and practice that the labs provide. For any missed lab, your grade on the final exam will be dropped one full letter grade. Be on time and be prepared for that day's activities (both content and attitude).

Requirements (Classroom Presentations): Students in the class will make two presentations in class; one on a personality disorder and one on a theory of IQ. Students will be assigned these cases with one having more weight than the other. Students should have a ppt presentation as well as handouts for the class. Approximate dates of these presentations are listed in the table.

As part of our lab sessions – students will be responsible for presenting results from both a client from a previous semester as well as a shared client. For each new test we learn, students in the class will be providing a short overview of the findings based on a "consultation."

Requirements (Exams): There will be two exams for this class scheduled on Sept. 18th, and Nov 16th. Each of these exams will be a unit exam based on the lecture material, assigned readings and specific test information from the lab sessions. Each of these exams will be worth 15% of your final grade.

Requirements (Final Exam): For your final exam, students will take a practical exam, which will replicate the circumstances that a clinician might face. You will be given access to a test battery (some raw data, some completed scores) and you will be asked to make a determination on the mental state of the client and appropriate disposition of the case to your supervisor. Everything you learned will be put to the test and you will have a total of 6 hours to complete your assessment and writeup. This final class activity will account for 20% of your final grade.

Requirements (Evaluations): Part of our work will involve the videotaping of you and your "client" as they are being assessed or interviewed. You will write a 1-page evaluation of your performance (documenting strengths/weaknesses, etc.) at three important junctures we will discuss. Additionally, you will watch the video of another student and evaluate them as well. I will likewise collect the tapes and provide my own evaluations at the end of the semester and this will be worth a total of 12% of your final grade.

Requirements (Client test battery and report): Each student will give, score, interpret and write up a client case over the course of the semester. This testing battery will be given over the course of the semester with a student volunteer. Each client will have about 10 - 12 hours of testing information that must be combined to create a therapy recommendation and assessment. This assignment will bring together ALL aspects of this class and will be worth 15% of the final grade. During our final lab, students will present their findings in both a written and oral case report.

Grades: All grades will be based upon the percentage of total possible points you have and will be graded on a straight grade (90% = A's, 80% = B's, 70% = C's, 60%= D's, Below 60% = F) distribution, with the upper and lower 2.5% of each grade level reserved for the +/- distinctions. Total percentages for assignments falls out as follows:

Assignment	Date	% of final grade	Assignment	Date	% of final grade
Exam 1	Sept. 23 rd	15%	Final Case Writeup & Presentation	Dec 10 th	15%
Exam 2	Nov. 20 th	15%	Lab Participation	All semester	10%
Final Exam (Practical exam)	Self-Scheduled week of Dec 12 th	20%	Test administration evaluations	Self (2)	12%
				Partner (4)	
				Teacher (6)	
Class presentations	~ Sept 18 th	10%	"Consulting opinion" activities	All semester	3%
	~ Oct 16 th				

A VERY IMPORTANT FINAL WORD:

Of any class in our curricula, this class has the greatest number of ethical rules that we must abide by. They all fit under the category of confidentiality of information. Some of the information that you will be exposed to is considered highly confidential testing material and there are strict rules that will govern our use and dissemination of that material or information. Likewise, information from the clinical sessions with "clients" will also be considered highly confidential. We will discuss these rules in GREAT detail and ANY student who misuses or violates the confidentiality of this material will receive an "F" in the class and will be sanctioned with as harsh an honors code violation as will be allowed.

Approximate Schedule for testing (I will recruit participants):

Week of:	Tests to be given	Approx. time to complete
Sept 16 th	Intro meeting, consent, scheduling, IPED questionnaire	1 hour
Sept. 23 rd	Intake interview	2 hours
Reading days	IPED Followup interview	1 hour
Oct. 7 th	MMPI	1-1/2 hours
ANYTIME but complete before Oct 14 th	Batch tests: BDI, MMSE, CDS, ATFR	1-1/2 hours
ANYTIME but complete before Oct 14 th	Myers-Briggs – Make appt Career Services	1/2 hour
Oct 28 th	WISC-IV	1-1/2 hours
Once after intake interview and once at end of collection	GFS	----
Nov 11 th (finish before break)	Rorschach	1 hour
Nov 11 th (finish before break)	TAT	1 hour