San José State University
Social Sciences/Department of Psychology
Psyc 117, Section 01 Test & Measures,
Summer 2012

Instructor: Sandra Trafalis, PhD
Office Location: DMH 230
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Email: Sandra.trafalis@sjsu.edu
Office Hours: Monday, 10:00-11:00am
Class Days/Time: Monday and Wednesday, 8:00 -10:00am
Classroom: Clark Building 231
Prereq: Stat 95; Psych 1

Course Description
Psychological testing is used to predict the future, to assess knowledge, to guide career choices and to identify persons who need special assistance or intervention. You already have a lot of experience taking tests. Think about how many tests you have completed! In this class, you will think about tests quite differently. You will be asked to think about testing from “the other side of the desk.” You will put yourself in the shoes of the examiner and the test user. The examiner is the person who constructs the test, administers the test, scores the tests, and makes interpretations using the testing results. The test user is the person who makes decisions based on test results—the user can be a clinician, a career counselor, a personnel officer, a manager or an educator. Topics covered in this class include test and questionnaire construction, evaluation and interpretation applied to intelligence and ability tests, personality and adjustment questionnaires, ratings and behavioral observation techniques. We will cover the design and development of tests in psychological measurement as well as some of the social issues involved in testing.

Course Goals and Student Learning Objectives
1) Recognize the major uses of psychological measurement procedures
2) Recognize principles of administering, scoring and interpreting psychological measures
3) Identify the benefits and drawbacks of using different types of testing
4) Describe different uses of psychological measurement, including achievement tests, personality test, and intelligence tests
5) Understand basic descriptive statistics as applied in psychological measurement
6) Identify and differentiate among the major ways of estimating reliability and validity; identify the major principles of practicality, classical reliability theory and validity.

**APA Course Goals**

As a result of this course, students will:

**Goal 1: Knowledge Base of Psychology**
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and key historical trends in psychology as they relate to the area of assessment and testing.

**Goal 2: 2.3. Evaluate the appropriateness of conclusions derived from psychological testing research including Interpreting basic statistical results, describing confidence intervals, calculating confidence intervals.**

**Goal 2: 2.4: Recognize that theoretical and sociocultural contexts as well as personal biases may shape the assessment process including interpretation of test results.**

**Goal 4: Application of Psychology: Understand and apply psychological principles of testing and measurement to personal, social, clinical and organizational issues.**

**Goal 5: Values in Psychology**
Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Course materials including additional readings and powerpointe lectures are posted to D2L. Because the powerpointe slides are comprehensive, I will not provide a study guide, but I will take class time to review material that will be covered on the test and answer any questions you might have about the material and what will or will not be covered on the exam to help you study for the exams productively and efficiently.

**Required Texts/Readings**

**Textbook**

**Other Readings**
Other readings are posted on D2l.

**Other equipment / material requirements**
1. 5-Scantrons Forms 882 E
2. No. 2 Pencils
3. Regular access to the internet and library access
4. Access to http://sjsu6.blackboard.com (e.g., id and password) (There will be mandatory online quizzes.)

**Classroom Protocol**

**Electronics Policy:** The purpose of this policy is to create an environment where students can learn. Disruptions are unfair to your peers and create an uncomfortable classroom environment. You may not use foreign language dictionaries, laptop computers, headphones, or any other electronic device during exams. Doing so will be considered a form of academic dishonesty. Be sure to turn off all pagers, cell phones, headphones, and so on during lectures and exams. **Please refrain from sending text messages during class. If a matter requires your urgent attention such as a family emergency please excuse yourself from the class.**

**Attendance:** Attendance to the class is very important and absences may impact your grade through the loss of participation points, in-class group activities, and video discussion questionnaires. Your participation and attendance is important. Peer learning is an important component and your active participation contributes to the quality of the class.

**Tardiness:** If you must arrive to class late, please enter the classroom quietly and without disruption to other students or the instructor. Excessive tardiness could impact your grade as you will likely miss important information, especially announcements and answers to student questions.

Please note that for some matters such as your grade, missed classes, and/or questions about assignments it is best to see me in person during office hours. If you plan on stopping by please email me ahead of time so I know you plan to stop by. If you miss a class, you should get the notes from another student and review them.

**Office Hours:** If you have to discuss your grade or need a grade check or have any questions related to your performance please wait until after class to discuss or make an appointment with me. This is so not to take up class time by discussing issues that are best done during office hours.

**Email:** I do not mind responding to questions through email, however, some issues are best discussed in person during my office hours. If I feel your question is best discussed in person, I will email you and ask you to stop by my office.

Please contact me via email through D2L (due to the large volume of emails that I receive daily, please allow 1-3 days for a response). If you need an immediate answer or I have not gotten back to you, please stop by my office during office hours or call me. If you need to reach me during non-office hours, please call 408-802-9529 and leave a message. I will respond to you as soon as possible.
If you plan on stopping by please email me or call ahead of time so I know you plan to stop by. *If you miss a class, you should get the notes from another student and review them prior to seeking out the instructor.*

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. 4 Exams @ 75 pts. ea.</td>
<td>300</td>
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<tr>
<td>4. In-class assignments 5@ 15</td>
<td>75</td>
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<tr>
<td>5. Cumulative Final Exam 1@ 125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>550  100%</strong></td>
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**Late Work:** All assignments/quizzes must be turned in at the beginning of class on the scheduled due date. Assignments submitted after this deadline will lose 10% immediately and 10% for every day it is late after that. This policy will be strictly adhered to.

**Make-up Work:** All make-up exams will be closed book/notes, even if the in-class exam was an online-assessment or was open-note or open-book. In class assignments cannot be made up due to the nature and purpose of these assignments it is important for you to be in class. If you have a documented medical excuse you may take a make-up exam.

Note: This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class web site. You are responsible for checking the class web site before each class. If, for any reason, your instructor must cancel class a message will be posted on the course website. Therefore, it is extremely important to check the website before each class.

**University Policies**

**Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. The DRC website address is http://www.drc.sjsu.edu/ located at Administration Building 110. A description of services can be found at http://www.drc.sjsu.edu/student_services/.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
## Psych 117 Test and Measures

### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1 What are psychological tests</td>
<td>Chapter 1</td>
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<td></td>
<td>Chapter 2 Why is testing important</td>
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<td>Week 2</td>
<td>Chapter 3 Testing and ethics</td>
<td>Chapter 3 &amp; 4</td>
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<td>Chapter 4 Computerized testing</td>
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<tr>
<td>Week 3</td>
<td>Chapter 5 How do test users interpret test scores?</td>
<td>Chapter 5 &amp; 6</td>
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<td>Chapter 6 Reliability</td>
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<td></td>
<td><strong>Exam 1 Chapters 1-3</strong></td>
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<tr>
<td>Week 4</td>
<td>Chapter 6 Reliability</td>
<td>Chapter 6 &amp; 7</td>
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<td>Chapter 7 Content Validity</td>
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<td>Week 5</td>
<td>Chapter 8 Concurrent and Predictive Validity</td>
<td>Chapter 8</td>
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<td><strong>Exam 2 Chapters 4-7</strong></td>
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<tr>
<td>Week 6</td>
<td>Chapter 9 Construct Validity</td>
<td>Chapter 9 &amp;10</td>
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<td>Chapter 10 Survey Use</td>
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<td>Week 7</td>
<td>Chapter 11 Test Development</td>
<td>Chapter 11</td>
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<td><strong>Exam 3 Chapters 8-11</strong></td>
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<tr>
<td>Week 8</td>
<td>Chapter 12 Psychometric Qualities of Tests</td>
<td>Chapter 12</td>
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<tr>
<td>Week 9</td>
<td>Chapter 14 Testing in Clinical Settings</td>
<td>Chapter 14</td>
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<tr>
<td>Week 10</td>
<td>Chapter 14 Testing in Clinical Settings</td>
<td>Final Exam (cumulative)</td>
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The calendar is tentative and subject to change based on student learning. **Changes will be announced in class and posted on D2L.**

*Please see instructor during office hours if you have a problem with the final exam date.*

**Students registered with the DRC, please bring paperwork to me so we can make sure your exams are ready for you to take at the DRC on the correct dates and times.**