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.

Technology
The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
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

Program Learning Outcomes (PLO)

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

As a result of this course, students will:

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

Course Learning objective 2: Evaluate the appropriateness of conclusions derived from psychological testing research including Interpreting basic statistical results, describing confidence intervals, calculating confidence intervals.

Course Learning objective 3: Recognize that theoretical and sociocultural contexts as well as personal biases may shape the assessment process including interpretation of test results.

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

Course Learning objective 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 CANVAS. 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 CANVAS

Other equipment / material requirements
1. 5-Scantrons Forms 882 E
2. No. 2 Pencils
3. Regular access to the internet and library access

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. You should email me so we can set a time for the grade check, which may occur during office hours or before/after class at the discretion of the instructor and based on student need. Office hours will be held in person, via phone, or via videoconferencing to best accommodate student need. To set up a meeting please let me know by email, and we will determine the best way to meet. If a virtual meeting is decided upon, I will provide you with a videoconferencing link.

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 CANVAS (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 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>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exams @ 75 pts. ea.</td>
<td>300</td>
</tr>
<tr>
<td>In-class assignments 10@ 12.5 pts. ea.</td>
<td>125</td>
</tr>
<tr>
<td>Cumulative Final Exam 1@ 125</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>550</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>100%</td>
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</tbody>
</table>

**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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

This website page contains information relevant to all courses at SJSU, including:
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for
your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o In order to obtain permission, please let me know of your request in person and permission will be granted in writing.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well by the student.

• Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Campus Policy in 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotaape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the
**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/25</td>
<td>Welcome!</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/29 &amp; 8/31</td>
<td>Chapter 1 What are psychological tests</td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>9/5 (no class) &amp; 9/7</td>
<td>Chapter 2 Why is testing important</td>
<td>Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>9/12 &amp; 9/14</td>
<td>Chapter 3 Testing and ethics</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/19 (no class) &amp; 9/21</td>
<td>Video Assignment Chapter 3 Testing and Ethics</td>
<td>Chapter 4</td>
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<tr>
<td>Week 6</td>
<td>9/26 &amp; 9/28</td>
<td>Chapter 4 Computerized testing</td>
<td>Chapter 5</td>
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<td><strong>Exam 1 Chapters 1-3</strong></td>
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<tr>
<td>Week 7</td>
<td>10/3 &amp; 10/5</td>
<td>Chapter 5 How do test users interpret test scores?</td>
<td>Chapter 6</td>
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<tr>
<td>Week 8</td>
<td>10/10 &amp; 10/12</td>
<td>Chapter 6 Reliability</td>
<td>Chapter 7</td>
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<tr>
<td>Week 9</td>
<td>10/17 &amp; 10/19</td>
<td>Chapter 7 Content 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 10</td>
<td>10/24 &amp; 10/26</td>
<td>Chapter 8 Concurrent and Predictive Validity</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 11</td>
<td>10/31 &amp; 11/2</td>
<td>Chapter 9 Construct Validity</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/7 &amp; 11/9</td>
<td>Chapter 10 Survey Use</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/14 &amp; 11/16</td>
<td>Chapter 11 Test Development</td>
<td>Chapter 12</td>
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<td><strong>Exam 3 Chapters 8-10</strong></td>
<td></td>
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<tr>
<td>Week 14</td>
<td>11/21 &amp; 11/23 (no class)</td>
<td>Chapter 12 Psychometric Qualities of Tests Have a happy and safe Thanksgiving break!</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 15</td>
<td>11/28 &amp; 11/30</td>
<td>Chapter 14 Testing in Clinical Settings</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/5 &amp; 12/7</td>
<td>Chapter 14 Testing in Clinical Settings</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Final Exam*</td>
<td></td>
<td><strong>Exam 4 Chapters 11-14</strong></td>
<td></td>
</tr>
</tbody>
</table>

The calendar is tentative and subject to change based on student learning. **Changes will be announced in class and posted in CANVAS**