California State University, Sacramento
Psychology Department
Psychology 120
Psychological Testing
Spring, 2005

INSTRUCTOR: Bonnie Drumwright, Ph.D.	TIME: Tues/Thurs, 4:30 – 5:45pm
11230 Gold Express Drive, Ste. 310-366 Gold River, CA 95670	LOCATION: Amador Hall 250 Section # 4; call # 26949
PHONE: (916) 635-3365 E-mail: bdrum@sbcglobal.net	OFFICE: Amador 551B OFFICE HOURS: **TBA**

Course Description

The construction, application, interpretation, and evaluation of psychological tests. Tests used to measure general mental ability, specific abilities and aptitudes, personality, interests and attitudes are surveyed.

Course Objectives

1. To familiarize students with specific psychological tests used to measure general mental ability, aptitude, achievement, interest, and personality.
2. To provide practical experience in the administration and interpretation of psychological tests.
3. To develop an understanding of key concepts such as reliability, validity, norm groups and other factors pertaining to the use of psychological tests.
4. To consider the history of psychological tests and the ethical issues related to the use of these tests.
5. To encourage students to view testing as only one of the many factors the practitioner needs to consider while assisting individuals involved in a counseling or guidance process.

Text and Materials

Psychological Testing: A Practical Introduction, Hogan, T., 2003; book ordered; copy will be on reserve soon; Chap 1 is on reserve under my name.

A fee of $25 will be paid in class by students for psychological tests to be provided by the instructor during the semester.

Course Website

The course website can be found at: http://bdrum.com/p120_web_sp05/index.html

Be sure to bookmark this page and check it regularly for announcements.

Course Outline

Week #	Topic	Assignment
1 1/25 & 1/27	Class did not exist so topic was: "HELP!"	Trying not to freak
2 2/1 & 2/3	Overview of class What in the heck is Psychological Testing?	Chapter 1 Pay me $25 testing fee ☺
3 2/8 & 2/10	Take Strong Interest Inventory in Class Sources of information about tests	 Chapter 2
4 2/15 & 2/17	Test norms and statistics of testing Take MBTI in Class	Chapter 3
5 2/22 & 2/24	Quiz 1 on Tuesday, 2/22, Chapters 1, 2 & 3. Bring pencil & blue NCS answer sheet #4521 Reliability	Study for exam 1 Chapter 4
6 3/1 & 3/3	Validity	Chapter 5
7 3/8 & 3/10	Test Development and Item analysis	Chapter 6; p 223-248 & 267-270
8 3/15 & 3/17	Quiz 2 on Tuesday, 3/15, Chapters 4, 5 & 6 Intelligence: theories and issues	Study for test Chapter 7
9	SPRING BREAK	HAVE FUN!!!
10 3/29 & 3/31	Individual Tests of Intelligence; WISC III demo 3/31 is a holiday – Cesar Chavez Day	Chapter 8 NO CLASS 3/31.
11 4/5 & 4/7	Achievement Tests 4/5: first day to submit test critique paper Quiz 3 on Thursday, 4/7, Chapters 7, 8 & 11	Chapter 11 Study for Quiz
12 4/12 & 4/14	Objective Personality Tests Review the MBTI	Chapter 12
13 4/19 & 4/21	Projective Techniques Interests and Attitudes	Chapter 13 Chapter 14
14 4/26 & 4/28	Review the Strong Interest Inventory in class Take and score the COPSystem in class	Take and score the COPSystem in class
15 5/3 & 5/5	Take and score the COPSystem in class	Complete and score the COPS System
16 5/10 & 5/12	Conclusions: What did you learn about yourself from the testing you took? Quiz 4 on 5/12/05, Chapters 12, 13 & 14 5/12: last day to submit test critique paper	Turn in Testing Summary on 5/12 Study for Quiz 4

Course Requirements

1. Attend class and participate in discussion (see **Attendance Policy**).
2. Complete reading assignments by the date of the scheduled class.
3. Complete a test critique paper; criteria to be discussed in class.
4. Complete 4 quizzes.
5. Complete psychological testing & summary as noted on the course outline above.

Psychological Tests

Throughout the semester, students will be expected to complete a variety of psychological tests and inventories. The instructor will provide testing; a fee of $25 will be collected on the second day of class to pay for testing materials and computer scoring. The following tests will be taken this semester:

- **Ability:** CAPS (Career Ability Placement Survey)- mechanical reasoning, spatial relations, numerical ability, language usage, perceptual speed and accuracy, and manual speed and dexterity

- **Interest:** COPS (Career Occupational Preference System) & SII (Strong Interest Inventory).

- **Work Values:** COPES (Career Orientation Placement & Evaluation Survey)

- **Personality:** MBTI (Myers-Briggs Type Indicator)

Tests need to be taken on the day they are scheduled to occur in class, unless, otherwise announced by this instructor. **If you miss the day the test is administered, there may not be an opportunity to take this test later**. You will receive points as follows for taking and, in some cases scoring tests:

CAPS – 5 points to take test and 5 points to score test (total 10 points)
COPS – 5 points to take and 5 points to score test (total 10 points)
COPES – 5 points to take and 5 points to score test
SII – 5 points
MBTI - 5 points
Summary of psychological testing results – 10 points
50 = Total points possible for taking and scoring (some) tests

Summary of Psychological Testing Results

To assist you in utilizing the results of the psychological tests you take in class, I will ask you to complete a short, 1-2 page typewritten summary of your results. The criteria for

this assignment will be discussed in class and a handout will be available to assist you with this assignment.

Test Critique Paper

Select a test and critique it by answering the following questions:

1. What test did you select and why did this test interest you?
2. What is the purpose of the test, in other words, what is it intended to measure?
3. Who would benefit from using this test?
4. How is the test administered?
5. Is the test based on a theory? If so, briefly describe the theory? If it is not based on a theory, you may state this but then explain how this test was developed (e.g., factor analytically derived or criterion keyed inventory).
6. Does the test have adequate reliability according to reviewers who have critiqued this instrument?
7. Does the test have adequate validity according to reviewers who have critiqued this instrument?
8. What are the other pros and cons of this test according to the reviewers and in your opinion?
9. A summary to include some of the following possible topics: Would you use this test and if so, in what context? Do you think it is appropriate for general or specific use? Is the test practical to use given its length, cost, scoring protocol, etc.?

You will need to provide a minimum of 3 references for this paper and one of them can be your textbook. Utilize the library resources we discuss in class and those indicated in Chapter 2 of your textbook.

Quizzes

There are 4 quizzes in this class and they each cover only the material for that portion of the course. You should plan to be available on the date of the quizzes as make-up tests are only an option under specific circumstances. A quiz will only be rescheduled due to a documented emergency (documentation is required). A make up test will only be scheduled if one of the following is presented to the instructor:

1. A written statement on letterhead from a clergyman, parole officer, etc. explaining the nature of your emergency OR

2. An official proof of emergency on the day of the exam (e.g., a doctor's letter or a police accident report).

If you are unable to take the regular exam for a reason other than a documented emergency or a religious conflict, you must present your case in writing to the instructor one week prior to the exam. *Vacations do not qualify.*

BRING A NUMBER 2 PENCIL AND BLUE SCANTRON FORM #4521 (*General Purpose – NCS – Answer Sheet*) TO ALL EXAMS.

Evaluation Criteria

Credit will be given for assignments based upon the following:

Quizzes	50 points each for a total of 200 points
Test Critique Paper	50 points
Psychological Tests & summary	50 points
Attendance and participation	25 points
TOTAL	325 POINTS

* Specific information about the group project including criteria for points will be provided at a later date

Attendance Policy

This instructor believes that attendance and participation is the most important element of this class. Your engagement in the learning process cannot occur unless you are present, physically and intellectually. A role sheet will be handed out in class and it is your responsibility to make sure you sign in every class. Please do not expect to receive full credit for your attendance if you come to class late and then sign in.

Grades

Your **final grade** will be based on the following:

A+ = 97-100%	B+ = 87-89%	C+ = 77 79%	D+ = 67 - 69%
A = 94 – 96%	B = 84 – 86%	C = 74 – 74%	D = 64 - 66%
A- = 90 – 93%	B- = 80 - 83%	C- = 70 – 73%	D- = 60 – 63%
			F = less than 60%

NOTE: An A+ is reflected as an A on your transcript as the university does not have a distinction between the 2 grades, but I do!

Classroom Protocol

Cheating

While I hope no one does this, any student found cheating will receive an F in the class and will be reported to the Dean of Students.

Classroom Etiquette

- Please don’t talk amongst yourselves during class; this is distracting to me and others

- I welcome questions, comments, and discussion so feel free to raise your hand and speak your mind
- Turn off cell phones and pagers during class; if it must be on for emergency reasons and you receive a call, please exit the class quietly.
- Please do not begin to pack up your stuff until I indicate the class is over
- Come to class on time and remain for the entire lecture, unless you become ill or must leave for an emergency; it is also distracting when you come to class late; please try to be on time; if you are late, enter quietly

What you can expect of me

- I will come to class prepared and will organize the material so that it is clear and user friendly
- I will answer your questions to the best of my ability or I will get back to you when I have a better answer
- I will be in my office during posted office hours or I will post an announcement on our web site and let you know in class if I cannot be there during my office hours
- Exam results will be available within one week of the date you take the exam

Please do not hesitate to email or call this instructor if you have any questions or concerns during the semester. Use the telephone number and the email address listed on the syllabus to call if you want to reach me in a timely fashion.