



Psychology 6330: Principles of Psychological Measurement and Test Theory

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Required Readings:

Gregory, R.J. (2013) *Psychological Testing: History, Principles, and Applications*. 7th edition. Boston: Pearson. ISBN: 978-0-205-95925-9

Additional readings will be assigned and are available on Canvas.

Course Description:

Principles of Psychological Measurement and Test Theory provides an introduction to the study of mental measurement, specifically the assessment of intelligence, achievement, neurocognitive function, personality, aptitudes, interests, and strengths. Sound principles of testing and assessment will be covered including theories of validity and reliability. Such factors as age, gender, socio-economic status, sexual orientation, ethnicity, language, disability, spirituality, and culture will be explored in relation to the assessment and evaluation of individuals, groups, and special populations. The application of assessment across multiple settings including: public schools, colleges and universities, vocational counseling centers, and career and placement centers will be examined. Finally, the ethics and future of assessment will be discussed, particularly for school counselors in public schools. The course will involve lectures, case studies, reading assignments, in class discussions, written assignments, quizzes, and exams. *Psychology 6330* is intended for students who are admitted into the Master's in School Counseling program.

Course Objectives (Knowledge and Skill Outcomes):

Psychology 6330 provides instruction aimed at developing an understanding of psychological measurement and test theory that includes:

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
2. Methods of effectively preparing for and conducting initial assessment meetings.
3. Assessments specific to P – 12 education.
4. Use of assessments for diagnostic and intervention planning purposes.
5. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
6. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
7. Reliability and validity in the use of assessments.
8. Use of assessments relevant to academic/educational, career, personal, and social development.
9. Use of environmental assessments and systematic behavioral observations.
10. Use of symptom checklists, and personality and psychological testing.
11. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.
12. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
13. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.
14. A contribution to the competence of students in technology and computer literacy.

Course Requirements:

- **Attendance:** Students are required to attend class each Tuesday evening, keep current with assigned readings, participate in class discussions, and complete assignments and exams on time.
- **Quizzes:** Throughout the course of the semester (please refer to the class schedule for exact dates), there will be eleven total quizzes, each worth five points. You may drop your lowest quiz score for a total of 50 possible points on quizzes. The quizzes are designed to encourage reading of the text and preparation for class. Questions for the quizzes will be drawn from the chapters of study for that evening and will serve to prepare students for exams.
- **Exams:** Consisting of definition, multiple choice, brief response, and short essay, exams will be worth 100 points and cover material from the chapters outlined on the corresponding study guides. All exam questions are drawn from the text and class lecture and will be reviewed the week before the exam in class.
- **Critiques:** Students will be required to complete three critiques (50 points each) related to either a test of intelligence or achievement, the second related to either an interest inventory or a personality inventory and the third being an instrument of the student's choice. Students may take the test first hand as a part of their experience and then review

material on the Internet or published articles summarizing the reliability and validity of the instrument. Brief interpretation of the findings of the test should be included with strengths, limitations, and personal impressions of the test. The following outline will serve as a guide and scoring rubric for the three page (APA Style) paper organized by the student:

- I. **Introduction/Brief Description (5 points):** a brief summary of the test being critiqued, the purpose of the test, and a short outline of how it is organized and administered.
- II. **Standardization and Sample Characteristics (10 points):** a brief description of the sampling methods and the demographics of the sample selected for the instrument (% minority/demographics).
- III. **Reliability/Validity (20 points):** a *statistical summary* of the psychometric properties of the instrument and how these properties were determined to establish construct, content, and criterion validity. Review methods/data specific to establishing reliability.
- IV. **Independent Reviews (10 points):** a *minimum of two* critiques by professionals other than the publisher of the test. Include a brief summary of research on the test and the impressions including strengths and weaknesses of the test. These reviews can be obtained through the USU library.
- V. **Application/Summary (5 points):** a statement of the settings in which the test might be used and the potential value of the instrument in the public schools for students, parents, teachers, and counselors. Provide a summary that includes your personal impressions of the test (Three page *limit* plus a reference page).

Grading System

<p>Evaluation Criteria: The course point total is as follows:</p> <p>Quizzes = 50 Points Total</p> <ul style="list-style-type: none">• 11 Quizzes worth 5 points each (You can drop your lowest quiz score) <p>Exams = 400 Points Total</p> <ul style="list-style-type: none">• 4 Exams worth 100 points each <p>Critiques = 150 Points Total</p> <ul style="list-style-type: none">• 3 Critiques worth 50 points each <p>Total Course Points = 600</p>	<p>Grading: The following percentages will be used to determine grades:</p> <p>A = 94-100% A- = 90-93% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79% C = 73-76% C- = 70-72% D+ = 67-69% D = 60-66% F = 0-59%</p>
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Accommodations for Students with Disabilities:

Students with physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn on USU's Main Campus. DRC Contact information: (435) 797-2444 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the term as possible. Alternate format materials (Braille, large print, or digital) are available with advance notice. **Students are required to inform the instructor of special accommodations at the beginning of the term.**

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact either Justin Barker, PsyD at justin.barker@usu.edu, Clark Ripplinger, PhD at clark.ripplinger@usu.edu, Tammy Taylor, LCSW at tammy.taylor@usu.edu or Tia Rowley, LCSW at tia.rowley@usu.edu. CAPS-Statewide has the capability to provide you with mental health services regardless of the location of your statewide campus: <https://aggiwellness.usu.edu/>.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). The SafeUT Smartphone app is also available free of charge to all USU students regardless of location. The SafeUT app provides access to licensed mental health clinicians through its 24/7 Crisis Line: <https://healthcare.utah.edu/uni/safe-ut/>. If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or

contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Academic Resources:

Dory Rosenberg will be your Psychology librarian and is available to assist you with your questions regarding library resources. Use the following link for Dory's contact information and the personalized page for Psychology 6330. <http://libguides.usu.edu/psy6330barker>

Principles of Psychological Measurement and Test Theory: Psychology 6330 Class Schedule Fall 2021

Please note: The class schedule is not a binding contract and is subject to revisions during the course of the term. Students will be notified in advance regarding any changes.

Date	Topic	Reading/Assignment Due	Objectives
08/31	Course Introduction/The Value and Purpose of Testing	Chapter 1	1, 14
09/07	The History of Psychological Testing	Chapter 2 Quiz # 1	1, 10, 14
09/14	Norms and Reliability/Exam Review (Dory will visit from 7:30 to 8:00)	Chapter 3 Quiz # 2	2, 5, 7 14
09/21	Exam I	Covering Chapters 1, 2, 3	1, 2, 5, 10, 14
09/28	Validity and Test Development/Critique I Prep	Chapter 4 Quiz # 3	3, 4, 5, 14
10/05	Theories of Intelligence and Achievement	Chapter 5 Quiz # 4	1, 2, 4, 5, 7, 8, 9, 10, 14
10/12	Group Tests and Ability Testing/Exam Review	Chapter 6 Quiz # 5 Critique I	5, 6, 7, 8, 9, 10, 14
10/19	Exam II	Covering Chapters 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14
10/26	Testing Special Populations	Chapter 7 Quiz # 6	5, 6, 7, 8, 9, 10, 11, 14
11/02	Neurodevelopmental Disorders	Chapter 7 Quiz # 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
11/09	Personality I & II/Assessment of Normality and Human Strength/Exam Review	Chapter 8, 9 Quiz # 8 Critique II	1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14
11/16	Exam III	Covering Chapters 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
11/23	Neuropsychological Assessment I	Chapter 10 Quiz # 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14
11/30	Neuropsychological Assessment II	Chapter 10 Quiz # 10	1, 5, 6, 7, 8, 9, 11, 14
12/07	Career Assessment, Legal Issues, and the Future of Testing/Exam Review	Chapter 11, 12 Quiz # 11 Critique III	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14
12/14	Final Exam	Covering Chapters 10, 11, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

