

# Psychological Assessment (PSYC37H3 F LEC01)

## Fall 2014 Course Syllabus

**Instructor:** Jessica Dere, Ph.D., C. Psych.

**Class Time and Location:** Tuesdays, 4:00-6:00pm in Science Wing, Room 319

**Office Hours and Location:** Tuesdays, 10:30am-12:30pm in Science Wing, Room 521

**Email:** [psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com)

**Office Phone:** (416) 208-2999

**Teaching Assistants:** Alex Daros and Achala Rodrigo

The TAs are to be contacted through the course email address. Office hour information will be provided on Blackboard.

**A note on email communication:** All questions regarding the course, lectures, readings, the assignment, exams, etc. must be sent to the course email address: [psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com). Questions that have already been answered in the course syllabus or on Blackboard will not receive a response. Students may contact Dr. Dere directly for personal or confidential matters, at [jdere@utsc.utoronto.ca](mailto:jdere@utsc.utoronto.ca).

*\*\* Please note: Course announcements will be made through Blackboard. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Blackboard; please make sure your listed email address is correct. \*\**

**Prerequisite:** PSYB32H3

**Required Textbook:** Saccuzzo, D. P., & Kaplan, R. M. (2012). *Psychological testing: Principles, applications, and issues* (8<sup>th</sup> ed.). Belmont, CA: Cengage Learning.

**Additional Material:** Additional readings and/or other course material may be placed on the Blackboard course page over the course of the semester, and will be announced in class. You will be responsible for any additional materials that are labeled as required course material.

**Course description** (from 2014-15 Calendar): This course deals with conceptual issues and practical problems of identification, assessment, and treatment of mental disorders and their psychological symptomatology. Students have the opportunity to familiarize themselves with the psychological tests and the normative data used in mental health assessments. Lectures and demonstrations on test administration and interpretation will be provided.

**Learning objectives:** At the conclusion of the course, students should be able to ...

1. Describe the historical origins of psychological testing, as well as recent and future trends
2. Discuss key statistical concepts underlying psychological testing, and identify and describe the characteristics of valid and reliable psychological measures
3. Describe ethical principles and considerations involved in the practice of psychological assessment, and apply knowledge of these principles to hypothetical scenarios
4. Demonstrate understanding of key issues regarding psychological assessment in several clinical domains, including intellectual, personality, and neuropsychological testing, and discuss common assessment methods and tools in these domains
5. Recognize and critically discuss limitations of psychological testing, including sources of bias and cultural issues in assessment

### **Class structure**

The format of the course will consist primarily of lectures, but will also include video and other methods to help illustrate course material. The material covered in lectures will generally correspond to the material in the textbook and other readings, but will serve to supplement the readings rather than simply duplicate their contents. Therefore, I will assume that you have read the relevant readings prior to coming to class, and having done so will make the learning experience more enjoyable and productive for everyone. I will also present material that is not included in the readings; therefore, class attendance is important and strongly encouraged. You will be responsible for all material covered in class and in the readings. I will make lecture slides available on Blackboard, but these will not necessarily be sufficient to understand everything that was covered in class.

**Brief group discussions and “half-time questions”:** Around the one-hour point in class, I will regularly ask students to take a few minutes to reflect upon the material covered so far. In order to help promote student discussion and peer-supported learning, I will ask that students discuss the most pressing question that they have in pairs or small groups, prior to taking our break. This brief discussion may help to answer your question. If there are remaining questions, students are encouraged to write their questions down and give them to me during the break. I will do my best to address a few of these “half-time questions” following the break, before moving on to new material. If I feel I need more time to provide an answer, I may post the question and answer on Blackboard or address it during the following class.

### **Important dates:**

September 2: First class

September 17: **Complete personality questionnaires on Blackboard** by 11:59 EST for participation marks

October 14: Reading week

October 21: **Mid-term examination (in class)**

November 4: Integrative assignment made available on Blackboard

November 25: Final class (**Integrative assignment due** by 11:59pm EST, via Blackboard)

### Class schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
September 2	Introduction to the course	
September 9	The past and future of psychological testing Ethics in assessment	Ch. 1, Ch. 21 (pp. 621-627) Ch. 21 (pp. 609-621) and additional reading(s)
September 16	Norms and basic statistics	Ch. 2
September 23	Reliability and validity	Ch. 4 and Ch. 5
September 30	Test administration	Ch. 7
October 7	Interviewing techniques	Ch. 8
<b>READING WEEK</b>		
October 21	<b>** Mid-term exam **</b>	
October 28	Intelligence testing	Ch. 9 and Ch. 10
November 4	Applications in clinical and counseling settings – Emphasis on personality testing	Ch. 13
November 11	Testing in health psychology and health care – Emphasis on neuropsychological testing	Ch. 17
November 18	Test bias and cultural issues in assessment	Ch. 19 and additional reading(s)
November 25	Special topic(s) to be determined Synthesis and review	TBA

*Please note:* The class schedule is subject to change due to unforeseen circumstances.

## Evaluation

- Participation: 5%
- Mid-term examination: 35%
- Integrative assignment: 20%
- Final examination: 40%

**Participation (5%):** In order to receive your participation marks, you must complete two versions of the Big Five Inventory (BFI), a brief self-report measure of personality; one version has 44 items and the other has 10 items. These will be available on Blackboard under “BFI Questionnaire”. You must complete both versions in order to receive your participation marks. The results will be used in subsequent classes to help illustrate course concepts. You do not need to answer honestly if you are uncomfortable doing so; an alternative is to think of someone you know well, or a fictional character, and answer as you think that person would. When completing these questionnaires, I encourage you to reflect upon the experience of filling out a personality measure. *Note: The questionnaires are set up as “tests” in Blackboard, simply in order to keep track of who has completed them. There are no right or wrong answers.*

**Due date: Complete both questionnaires on Blackboard no later than September 17<sup>th</sup>, 2014 at 11:59pm EST.**

**Mid-term examination (35%):** The mid-term exam will cover all required readings from the beginning of the course through to reading week, along with all material presented in class. The exam will consist of multiple-choice and short answer questions, and will be administered during class time.

**Integrative assignment (20%):** The assignment will require you to integrate course concepts through written responses to a series of structured questions about a brief case vignette. This vignette will involve intelligence and/or personality testing, and will be made available to view on Blackboard during the week of November 4<sup>th</sup>. Further details will be provided closer to that date.

**Due date: Submit via Blackboard no later than November 25<sup>th</sup>, 2014 at 11:59pm EST. No email or hard copy submissions will be accepted.**

**Final examination (40%):** The final exam will not be cumulative. It will cover all required readings and lecture material following the mid-term exam through to the final class. The exam will consist of multiple-choice and short answer questions, and will be scheduled during the University examination period.

### Policies for Assignments and Examinations in this Course

Please Note: You must bring photo identification with you to each examination or you will not be permitted to write the examination.

**Missed Mid-term Examination:** A make-up mid-term exam will be held approximately two weeks following the date of the mid-term. Students will be permitted to take the make-up exam only if they were absent on the date of the mid-term exam due to a verified illness, a serious

family emergence (e.g., death of a close family member), or religious observances. For absences due to illness, students must provide a valid and complete **UTSC Medical Certificate**. The certificate must indicate: (a) that the student sought medical attention on the day of the exam; (b) the nature/timeline of the student's problem and the diagnostic tests that were performed; and (c) how the problem prevented the student from writing the mid-term exam. Students who miss the mid-term exam must submit their documentation within five business days of the mid-term exam date either to Dr. Dere (SW521) or to the Department of Psychology's Administrative Assistant, Annie Kostadinova (SW427F). Students will then be informed whether or not their documents have been accepted. Students whose documents are accepted will be provided with the date, time, and location of the make-up exam. Students whose documents are not accepted, who do not contact Dr. Dere within five business days of the mid-term exam, or who do not appear for the make-up exam, will receive a grade of zero on the mid-term exam.

**Late submission of the integrative assignment:** Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment (e.g., a UTSC Medical Certificate completed by your doctor), you must contact Dr. Dere as soon as possible to discuss your situation and to establish a new deadline for your assignment.

The form for medical documentation can be found at the following link:

[http://www.utscc.utoronto.ca/~registrar/resources/pdf\\_general/UTSCmedicalcertificate.pdf](http://www.utscc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf)

\* **Please Note:** The UTSC Medical Certificate must be signed by a registered member in good standing with the College of Physicians and Surgeons of Ontario.\*

### **Rights and Responsibilities**

#### **Copyright in Instructional Settings:**

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

#### **Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utscc.utoronto.ca](mailto:ability@utscc.utoronto.ca).

### **Academic Integrity:**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

#### *In papers and assignments:*

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

#### *On tests and exams:*

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

#### *In academic work:*

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

### **UTSC Missed Final Examination Policy:**

From the UTSC Registrar's Office: "Students are expected to write their final examinations at the end of their courses and are strongly discouraged from missing a final examination. Very occasionally, students encounter circumstances where it is impossible for them to write a final examination; for example, because of a serious illness or the death of a close family member. If you are ill or other circumstances absolutely prevent you from attending a final examination, you may petition (with supporting documentation) for permission to defer writing it until a later date. In most cases deferred exams will be written in the next final examination period or in the study break that immediately precedes it. However, students should be aware that deferred exams can be scheduled at any time during the following session."

### Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0