

Psychological Assessment (PSYC37H3 F LEC01)

Fall 2015 Course Syllabus

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

Class Time and Location: Tuesdays, 1:00 – 3:00pm in SW-319

Office Hours and Location:

By appointment: Tuesdays, 11:00am-12:00pm in SW-521.

Email jdere@utsc.utoronto.ca by Monday at 5:00pm to schedule next day appointment.

Drop in: Tuesdays, 3:00-4:00pm in SW-521

Email: psyc37.utsc@gmail.com

Office Phone: (416) 208-2999

Teaching Assistants: Nadia Al-Dajani, Alex Daros, Matthew McPhee, and Achala Rodrigo

TA Office hours: Thursdays, 3:00-4:00pm, in SW-406 with Nadia Al-Danaji

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**. Questions that have already been answered in the course syllabus or on Blackboard will not receive a response. Students may contact Dr. Dere directly to schedule an office hour appointment on Tuesday mornings, and for personal or confidential matters, at 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* (8th 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 2015-16 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 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 8: First class

September 22: **Complete three questionnaires on Blackboard** by 11:59 EST for participation marks

October 13: Reading week

November 10: Integrative assignment made available on Blackboard

December 1: Final class (**Integrative assignment due** by 11:59pm EST, via Blackboard)

Class schedule

Date	Topic	Readings
September 8 <i>(Lecture 1)</i>	Introduction to the course	
September 15 <i>(Lecture 2)</i>	The past and future of psychological testing Ethics in assessment	Ch. 1, Ch. 21 (pp. 621-627) Ch. 21 (pp. 609-621) and additional APA ethics reading
September 22 <i>(Lecture 3)</i>	Norms and basic statistics	Ch. 2
September 29 <i>(Lecture 4)</i>	Reliability and validity	Ch. 4 and Ch. 5
October 6 <i>(Lecture 5)</i>	Test administration	Ch. 7 and Lee et al. (2003) journal article
READING WEEK		
October 20 <i>(Lecture 6)</i>	Interviewing techniques	Ch. 8
October 27	* Mid-term summary and review *	
November 3 <i>(Lecture 7)</i>	Intelligence testing	Ch. 9 and Ch. 10
November 10 <i>(Lecture 8)</i>	Applications in clinical and counseling settings – Emphasis on personality testing	Ch. 13
November 17 <i>(Lecture 9)</i>	Testing in health psychology and health care – Emphasis on neuropsychological testing	Ch. 17
November 24 <i>(Lecture 10)</i>	Test bias and cultural issues in assessment	Ch. 19 and additional reading(s)
December 1 <i>(Lecture 11)</i>	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%
- Bonus mark opportunity: 1%
 - o “In the News” submission (see below)

Please note that there are no opportunities for extra credit to improve your grade at any time during the course or after the course is over.

Participation (5%): In order to receive your participation marks, you must complete three self-report questionnaires. These include 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. The third questionnaire is a 15-item mindfulness measure. These will be available on Blackboard under “Self-report questionnaires”. You must complete all three questionnaires 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 self-report psychological measure.

Please 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 all three questionnaires on Blackboard no later than September 22nd, 2015 at 11:59pm EST. No extensions will be granted for the completion of the questionnaires.

Mid-term examination (35%): The mid-term exam will cover all required readings and in-class material from Lecture 1 to Lecture 6 (inclusive). The exam will consist of multiple-choice and short answer questions. The mid-term will take place after Reading Week, and will be two hours in length. The specific date, time and location of the mid-term will be announced once they have been set by the Registrar’s Office.

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 10th. Further details will be provided closer to that date.

Due date: Submit via Blackboard no later than December 1st, 2015 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 from Lecture 7 to Lecture 11 (inclusive). The exam will consist of multiple-choice and short answer questions, and will be scheduled during the University examination period.

Bonus marks – “In the News” submission (1%): Students can obtain 1 bonus mark, which will be added to their final course grade. In order to obtain this bonus mark, students must do the following: Look out for news stories that link to concepts recently covered in the course. Examples might include stories about standardized testing in schools, personality testing in the workplace, IQ testing, etc. When you spot a story that links to recent course material, email a link or pdf containing the story to the course email address (**psyc37.utsc@gmail.com**) with “IN THE NEWS” in the subject line. In your email, you must include a brief description (i.e., 3 to 5 sentences) of how you feel the story links to course material. This description should explain why the story was selected. When possible, submitted stories will then be discussed in class and integrated with lecture material (the student who submitted the story will remain anonymous). Each student can submit one story for the bonus mark. The final date to submit items is Friday, November 27th, 2015. No stories submitted after that date will be accepted.

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 emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must provide a valid and complete **Verification of Student Illness or Injury Form**. 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 contact Dr. Dere and the TAs via the course email address within **three business days** of the mid-term exam date. They must also 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, Nina Dhir (SW427F). Students will then be informed whether or not their documents have been accepted. Students who do not contact Dr. Dere within three business days of the mid-term exam, who do not submit their documentation on time, whose documents are not accepted, 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.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

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@utsc.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