

# Psychological Assessment (PSYC37H3 F LEC01)

## Fall 2017 Course Syllabus

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

**Class Time and Location:** Tuesdays, 3:00 – 5:00pm, SW-128

**Office Hours and Location:**

Drop in: Tuesdays, 12:00 – 1:00pm, SW-521

By appointment: Tuesdays, 1:00 – 2:00pm, SW-521

*Please email [jdere@utsc.utoronto.ca](mailto:jdere@utsc.utoronto.ca) at least 24 hours in advance for an appointment.*

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

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

**Teaching Assistants:** Sonya Dhillon, Tara Gralnick, and Matthew McPhee

**TA Office Hours:** Mondays, 3:00 – 4:00pm, Portable 103, room 111 with Matthew McPhee

**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 are asked to 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:** Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9<sup>th</sup> ed.). Boston, MA: 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 2017-18 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 required 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 5: First class

September 19: **Complete three questionnaires on Blackboard** by 11:59 EST for participation marks

October 9-13: Thanksgiving/Reading week

November 7: Integrative assignment made available on Blackboard

November 28: Last day for bonus mark submissions

November 28: Final class

December 4: **Integrative assignment due** by 11:59pm EST, via Blackboard

### Class schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
September 5 <i>(Lecture 1)</i>	Introduction to the course	
September 12 <i>(Lecture 2)</i>	The past and future of psychological testing Ethics in assessment	Ch. 1, Ch. 21 (pp. 596-602) Ch. 21 (pp. 588-596) and additional APA ethics reading
September 19 <i>(Lecture 3)</i>	Norms and basic statistics	Ch. 2
September 26 <i>(Lecture 4)</i>	Reliability and validity	Ch. 4 and Ch. 5
October 3 <i>(Lecture 5)</i>	Test administration	Ch. 7 and Lee et al. (2003) journal article
<b>READING WEEK</b>		
October 17 <i>(Lecture 6)</i>	Interviewing techniques	Ch. 8
October 24	* Mid-term exam *	
October 31 <i>(Lecture 7)</i>	Intelligence testing	Ch. 9 and Ch. 10
November 7 <i>(Lecture 8)</i>	Applications in clinical and counseling settings – Emphasis on personality testing	Ch. 13
November 14 <i>(Lecture 9)</i>	Testing in health psychology and health care – Emphasis on neuropsychological testing	Ch. 17
November 21 <i>(Lecture 10)</i>	Test bias and cultural issues in assessment	Ch. 19 and Suzuki et al. (2013) chapter
November 28 <i>(Lecture 11)</i>	Communicating test results Synthesis and review	Harvey (2013) chapter

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

### Quiz and assignment schedule

<b>Lecture</b>	<b>Topic</b>	<b>Available</b>	<b>Due</b>
September 5 <i>(Lecture 1)</i>	Introduction to the course	- <i>Three self-report questionnaires on Bb</i>	
September 12 <i>(Lecture 2)</i>	The past and future of psychological testing Ethics in assessment	- <i>Ch. 1 quiz</i> - <i>Ch. 21 quiz</i>	
September 19 <i>(Lecture 3)</i>	Norms and basic statistics	- <i>Ch. 2 quiz</i>	- <b>Ch. 1 quiz</b> - <b>Ch. 21 quiz</b> - <b>Three self-report questionnaires on Bb</b>
September 26 <i>(Lecture 4)</i>	Reliability and validity	- <i>Ch. 4 quiz</i> - <i>Ch. 5 quiz</i>	- <b>Ch. 2 quiz</b>
October 3 <i>(Lecture 5)</i>	Test administration	- <i>Ch. 7 quiz</i>	- <b>Ch. 4 quiz</b> - <b>Ch. 5 quiz</b>
October 10 <i>(Reading week)</i>			- <b>Ch. 7 quiz</b>
October 17 <i>(Lecture 6)</i>	Interviewing techniques	- <i>Ch. 8 quiz</i>	
October 24	* Mid-term exam *		- <b>Ch. 8 quiz</b>
October 31 <i>(Lecture 7)</i>	Intelligence testing	- <i>Ch. 9 quiz</i> - <i>Ch. 10 quiz</i>	
November 7 <i>(Lecture 8)</i>	Applications in clinical and counseling settings – Emphasis on personality testing	- <i>Ch. 13 quiz</i> - <i>Integrative assignment document on Bb</i>	- <b>Ch. 9 quiz</b> - <b>Ch. 10 quiz</b>
November 14 <i>(Lecture 9)</i>	Testing in health psychology and health care – Emphasis on neuropsychological testing	- <i>Ch. 17 quiz</i>	- <b>Ch. 13 quiz</b>
November 21 <i>(Lecture 10)</i>	Test bias and cultural issues in assessment	- <i>Ch. 19 quiz</i>	- <b>Ch. 17 quiz</b>
November 28 <i>(Lecture 11)</i>	Communicating test results Synthesis and review		- <b>Ch. 19 quiz</b>
December 4			<b>Integrative Assignment due on Bb</b>

## Evaluation

- Participation: 2%
- Online quizzes via MindTap: 10%
- Mid-term examination: 35%
- Integrative assignment: 18%
- Final examination: 35%
- 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 (2%):** 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. This means that Blackboard will give you a score, but this number is meaningless. There are no right or wrong answers.*

**Due date: Complete all three questionnaires on Blackboard no later than September 19<sup>th</sup>, 2017 at 11:59pm. No extensions will be granted for the completion of the questionnaires.**

**MindTap Quizzes (10%):** We will be using the MindTap software that accompanies the course textbook to conduct online quizzes. A custom MindTap course has been created for our class. Further details, including registration instructions, will be provided on Blackboard. As outlined in the schedule above, there will be 12 weekly quizzes – one for each textbook chapter covered in class. Some weeks will have two quizzes, while other weeks will have none. Each quiz will contain 10 questions, and have a time limit of 20 minutes. All quizzes will be available online for one week, and must be completed by 11:59pm on their due date.

**Each student’s quiz grade will be calculated using their best 10 out of 12 quizzes. Missed quizzes will receive a grade of zero. No extensions will be granted for any quizzes.**

**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, and will be two hours in length. Further details will be provided in class.

**Integrative assignment (18%):** 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 7<sup>th</sup>. Further details will be provided closer to that date.

**Due date: Submit via Blackboard no later than December 4<sup>th</sup>, 2017 at 11:59pm. No email or hard copy submissions will be accepted.**

**Final examination (35%):** 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 mark – “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/popular media 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 be specific, and 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 Tuesday, November 28<sup>th</sup>, 2017. 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. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up mid-term. Students who do not submit their documentation on time, whose documents are not accepted, or who do not appear for the make-up mid-term, 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, you must follow the departmental policy outlined below.

## **Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

### Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three-business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>)

## **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.

### **AccessAbility:**

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 as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note:

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

**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