

# Psychological Assessment

(PSYC37H3S LEC01)

## Winter 2019 Course Syllabus

**Instructor:** Lisa Fiksenbaum, Ph.D.

**Class Time and Location:** Mondays, 3:00 – 5:00pm, IC 220

**Email:** [psyc37utsc2019@gmail.com](mailto:psyc37utsc2019@gmail.com) to contact the instructor or a TA.

**Teaching Assistants:** Tara Gralnick & Greg Williams

**TA Office Hours:** By appointment via Quercus

*\*\* Please note: Course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your listed email address is correct and that your settings allow you to be notified by email of announcements for this course. \*\**

**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 will be announced on the Quercus course page over the course of the semester, and will be mentioned in class. You will be responsible for any additional materials that are labeled as required course material.

**Course description:** 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.

**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 Quercus or address it during the following class.

**Important dates:**

January 7: First class

Jan 21: **Complete three questionnaires on Quercus** by 11:59 EST for participation marks

Feb 18-24: Reading week

March 11: Integrative assignment made available on Quercus

April 1: Final class; **Integrative assignment due** by 11:59pm EST, via Quercus

**Class schedule:**

Date	Topic	Readings, Deadlines
Jan 7 <i>Lecture 1</i>	Introduction to the course	
Jan 14 <i>Lecture 2</i>	The past and future of psychological testing; Ethics in assessment	Ch. 1, Ch. 21 and additional CPO standards reading (section 10: 10. Assessment and Intervention) <a href="http://www.cpo.on.ca/Standards_of_Professional_Conduct.aspx">http://www.cpo.on.ca/Standards_of_Professional_Conduct.aspx</a> and APA ethics section 9: <a href="https://www.apa.org/ethics/code/ethics-code-2017.pdf">https://www.apa.org/ethics/code/ethics-code-2017.pdf</a>

Date	Topic	Readings, Deadlines
Jan 21 <i>Lecture 3</i>	Norms and basic statistics	Ch. 2, <b>Three self-report Questionnaires due</b>
Jan 28 <i>Lecture 4</i>	Reliability and validity	Ch. 4 and Ch. 5
Feb 4	Test administration	Ch. 7 and Lee et al. (2003) journal article
Feb 11 <i>Lecture 5</i>	Interviewing techniques	Ch. 8
Feb 18 <i>Lecture 6</i>	<b>* Reading week – no class *</b>	
Feb 25	<b>* Mid-term exam *</b>	
March 4 <i>Lecture 7</i>	Intelligence testing	Ch. 9 and Ch. 10
March 11 <i>Lecture 8</i>	Applications in clinical and counseling settings – Emphasis on personality testing	Ch. 13 (& Integrative assignment becomes available on Quercus)
March 18 <i>Lecture 9</i>	Testing in health psychology and health care – Emphasis on neuropsychological testing	Ch. 17
March 25 <i>Lecture 10</i>	Test bias and cultural issues in assessment	Ch. 19 and Suzuki et al. (2013) chapter
April 1 <i>Lecture 11</i>	Communicating test results Synthesis and review	Harvey (2013) chapter, <b>Integrative assignment due</b>

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

**Evaluation:**

- Participation: 2%
- Mid-term examination: 35%
- Integrative assignment: 28%
- Final examination: 35%

*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 Quercus 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.

Due date: Complete all three questionnaires on Quercus no later than January 21, 2018 at 11:59pm. 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 be two hours in length. Further details will be provided in class.

**Integrative assignment (28%):** The assignment will require you to integrate course concepts through written responses to a series of structured questions about brief case vignettes. The vignettes will involve intelligence and/or personality testing, and will be made available to view on Quercus during the week of March 11<sup>th</sup>. Further details will be provided closer to that date.

Due date: Submit via Quercus no later than April 1, 2019 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 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 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>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- 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 from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), 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, personal travel, weddings, or personal/work commitments.

Make-up Midterm: A make-up mid-term exam will be held one to two weeks following the scheduled 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 Quercus 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.

### Procedure:

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

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 Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **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 assignments and term tests. 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 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