

Psychological Assessment (PSYC37H3 F LEC01)

Fall 2020 Course Syllabus

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

Course delivery: Asynchronous online delivery. New lecture materials will generally be posted on a weekly basis on Mondays. Please see schedule below.

Office Hours: Conducted remotely using Bb Collaborate. See details and link on Quercus.

Drop in: 10:00am – 11:00am on Mondays

By appointment: 11:00am – 12:00pm on Mondays, and other times as needed.

Course Email: psyc37.utsc@gmail.com

Dr. Dere's Email: jessica.dere@utoronto.ca

Teaching Assistants: Sonya Dhillon, Michael Carnovale, Angela Sekely, and Kathleen Walsh

TA Office Hours: Conducted remotely using Bb Collaborate. See details and link on Quercus.

Please note: All dates/times listed in the syllabus are local Toronto time (Eastern time zone).

A note on email communication: All questions regarding the course, lecture recordings, readings, assignments, exams, etc. must be sent to the course email: psyc37.utsc@gmail.com. Questions that have already been answered in the course syllabus or on Quercus may not receive a response. Students are asked to contact Dr. Dere directly for personal or confidential matters, at jessica.dere@utoronto.ca.

*** 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 email address is correct. ***

Prerequisite: PSYB32H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Required Textbook: Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Boston, MA: Cengage Learning.

Additional Material: Additional readings and/or other course material may be placed on the Quercus course page over the course of the semester, and will be announced on Quercus. 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 *identify and describe* 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

This is the first time that I will be teaching this course online and asynchronously, let alone in the midst of a global pandemic! My sincere hope is that we are able to build a course community together to the best of our abilities, making use of various online tools throughout the term. This situation is new for all of us, and I will seek out and welcome your input, feedback, and suggestions throughout the course. The course TAs and I promise to do our best in these challenging circumstances and hope and expect students will do the same.

I will generally be posting course lectures on a weekly basis, with new lecture videos usually being posted on Mondays. There are a few planned exceptions to this schedule, please see the course schedule below. There will be a few videos posted each week, with the intention of delivering the content in “bite-sized” chunks. These lecture videos will be directly connected to the given week’s required readings and will generally serve to supplement the readings rather than simply duplicate their contents. I strongly recommend that you do the relevant readings before watching the associated videos; this is likely to make the learning experience more productive and successful. I will also post the lecture slides that I use in my videos; these slides alone will not be sufficient to understand everything that is contained in the lectures. I will also incorporate external videos and other materials into my lectures and will provide relevant links on my slides. For the exams, you will be responsible for all material covered in the required readings and lecture materials.

Key points:

- This is new for us all! We are in it together and I welcome feedback at all times
- Strong suggestion: Read the relevant readings before watching the accompanying videos
- You will be responsible for all material covered in the required readings and lectures

Course schedule

Date for content to be posted	Lecture topic(s)	Readings	Assignment notes
Sept. 8	Welcome and Introduction to the course		
Sept. 8	1. The past and future of psychological testing 2. Ethics in assessment	Ch. 1, Ch. 21 (pp. 596-602) Ch. 21 (pp. 588-596) and APA ethics reading	
Sept. 14	3. Norms and basic statistics	Ch. 2	
Sept. 21	4. Reliability and validity	Ch. 4 and Ch. 5	<i>Creativity questionnaire item due; Discussion Board Activity #1 this week</i>
Sept. 28	5. Test administration	Ch. 7 and Lee et al. (2003) article	<i>Complete three questionnaires between Sept. 28th and Oct. 5th</i>
Oct. 5	6. Interviewing techniques	Ch. 8 and Sommers-Flanagan & Bequette (2013) article	<i>Discussion Board Activity #2; Quercus Quiz 1 held this week</i>
READING WEEK (Oct. 10 – 16)			
Oct. 19 and Oct. 26	Consolidation and review. Details to be posted on Quercus, informed by timing of mid-term exam as scheduled by Registrar's Office.		<i>Discussion Board Activity #3</i>
Nov. 2	7. Intelligence testing	Ch. 9 and Ch. 10	
Nov. 9	8. Clinical and counseling settings – Emphasis on personality testing	Ch. 13	<i>Integrative assignment posted this week</i>
Nov. 16	9. Health psychology and health care – Emphasis on neuropsychological testing	Ch. 17	<i>Discussion Board Activity #4</i>
Nov. 23	10. Test bias and cultural issues in assessment	Ch. 19 and Olson & Jacobson (2015) article	<i>Discussion Board Activity #5; Quercus Quiz 2 held this week</i>
Nov. 30	11. Communicating test results Synthesis and review	Goldfinger & Pomerantz (2014) chapter	<i>Integrative assignment due Dec. 7th</i>

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

Important dates

Date	Why is it important?
September 8 th	First day of Fall classes
September 21 st	Creativity questionnaire item due Discussion Board Activity #1: September 21 st – September 27 th
September 28 th	Three questionnaires posted on Quercus. Complete by October 5 th
October 5 th	Discussion Board Activity #2: October 5 th – October 18 th Quercus Quiz #1: 12 noon, October 8 th – 12 noon, October 9 th
October 10 th – 16 th	Reading week
October 19 th	Discussion Board Activity #3: October 19 th – 25 th
November 9 th	Integrative assignment posted on Quercus this week
November 16 th	Discussion Board Activity #4: November 16 th – 22 nd
November 23 rd	Discussion Board Activity #5: November 23 rd – 29 th Quercus Quiz #2: 12 noon, November 26 th – 12 noon, November 27 th
December 7 th	Last day of Fall classes Last day for bonus mark submissions Integrative assignment due

Notes:

- All dates/times listed are local Toronto time
- All assignments are due by 11:59pm on the due date
- Engagement with each Discussion Board Activity must be completed by 11:59pm of the relevant Sunday. Discussion Board Activity #2 goes for two weeks, to allow for Reading Week.
- All submissions are to be made via Quercus

Evaluation

- Course participation and engagement: 15%
 - o Questionnaire participation: 3%
 - o Graded Discussion Board Activities: 12% (3% each, best 4 out of 5)
- Online quizzes via Quercus (two): 10% (5% each)
- Mid-term examination: 20%
- Integrative assignment: 20%
- 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.

Questionnaire Participation (3%): You will be asked to participate in the creation and completion of self-report questionnaires during the first part of the semester. As a class, we will be creating a questionnaire to measure creativity. Each student is asked to submit one item to contribute to this creativity questionnaire, for 1 participation mark. These items will then be culled and compiled into a questionnaire to be completed on Quercus, along with two versions of an established personality measure. Completion of these three questionnaires will be worth 2 participation marks. Anonymized questionnaire data will be used in subsequent lectures to help illustrate course concepts. You do not need to answer honestly if you are uncomfortable doing so; you can think of someone you know well, or a fictional character, and answer as you think that person would. When completing these tasks, you are encouraged to reflect upon the process of questionnaire creation and the experience of filling out self-report psychological measures.

Due dates:

- Submit one item to include in our creativity questionnaire, by **September 21st at 11:59pm**. Submission via Quercus. Further details will be posted on Quercus.
- Complete three questionnaires on Quercus by **October 5th at 11:59pm**.
 - Complete two versions of the Big Five Inventory (BFI), a measure of personality. You must complete BOTH versions to receive 1 participation mark. No part marks.
 - Complete the creativity questionnaire based on students' submitted items, for 1 participation mark

Graded Discussion Board Activities (12%): Students will be asked to engage with course concepts via five graded discussion board activities throughout the semester. Each activity will be worth 3% of the final grade, with the best 4 out of 5 activities being counted. For each activity, a discussion prompt will be posted at the start of the given week (i.e., early on Monday), and students will have until 11:59pm the following Sunday to post their initial responses and replies. Teaching assistants will grade students' posts using a simple rubric; posts that demonstrate deep understanding and critical analysis of the relevant prompt will receive full marks. Additional details will be provided on Quercus.

Please note: In light of the amount of time allotted for each component of the engagement mark, extensions will only be granted in exceptional circumstances.

Quizzes (10%): Students will be asked to complete two online quizzes via Quercus, worth 5% each. These are designed to encourage students to stay up-to-date with the course material and to check in on their knowledge prior to the mid-term and final exams. Further details will be provided on Quercus.

- **Quiz 1:** Will be available from 12 noon, October 8th to 12 noon, October 9th
 - Will cover Lecture Topics 1 through 6 and accompanying required readings
- **Quiz 2:** Will be available from 12 noon, November 26th to 12 noon, November 27th
 - Will cover Lectures Topics 7 through 10 and accompanying required readings

Results and tricky questions from Quiz 1 will be posted and discussed prior to the mid-term exam. Quiz 2 covers one lecture topic less than the final exam so that I can discuss results of that quiz during our final week of class (and so that you don't have a quiz right at the end of the semester!).

Please note: No extensions or make-ups will be granted for the quizzes. If you do not complete Quiz 1, the 5% will be transferred to your midterm (i.e., your midterm will be worth 25% of your final grade). If you do not complete Quiz 2, the 5% will be transferred to your final exam (i.e., your final exam will be worth 40% of your final grade). Students should **not** submit missed term work requests for the quizzes.

Mid-term examination (20%): The mid-term exam will cover all required readings and recorded lecture materials from Lecture Topic 1 to 6 (inclusive). The exam will consist of multiple-choice and short answer questions and will be conducted remotely. The mid-term exam will be scheduled by the Registrar's Office and will take place after Reading Week. Further details will be provided on Quercus.

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. The vignette and assignment instructions will be made available to view on Quercus during the week of November 9th. Further details will be provided closer to that date.

- **Due date: Submit via Quercus no later than December 7th, 2020 at 11:59pm.** No email or hard copy submissions will be accepted. The assignment will be reviewed for plagiarism using Turnitin.com directly through Quercus. Any students with concerns regarding Turnitin.com must speak with me during the first three weeks of the semester.
- **Statement regarding Turnitin.com:** Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Final examination (35%): The final exam will not be cumulative; however, it will rely on foundational knowledge gained in the first half of the course. It will cover all required readings and lecture material from Lecture Topic 7 to 11 (inclusive) and will be held remotely. 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., 4 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 integrated into lecture materials (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 **Monday, December 7th, 2020**. No stories submitted after that date will be accepted.

Policies for Assignments and Examinations in this Course

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 write the make-up mid-term as scheduled, 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 11:59pm), 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. Please note that late term work cannot be accepted any later than five business days after the last day of class.

Please note: Late submissions will not be accepted for the bonus mark opportunity, nor for any component of the participation mark.

Time Zone conflicts

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is only for term work. Final exam conflicts are handled by the Registrar's Office.

The form must be submitted **at least ten (10) business days before the activity**.

Form: <https://uoft.me/PSY-TimeZone>

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Students must submit **BOTH** of the following:

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

Appropriate documentation:

For missed **ASSIGNMENTS or TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

For missed **ASSIGNMENTS** due to **OTHER ILLNESS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # and business stamp are required.
- *Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of **two weeks**. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of **three business days** (starting from illness start date.)*

For missed **TERM TESTS** due to **ACCESSABILITY REASONS:**

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS:**

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS or TERM TESTS** in **OTHER CIRCUMSTANCES:**

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work.

- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) **on or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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

Recordings of Course Materials:

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

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.

On Equity, Diversity and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The teaching team in this course (Dr. Dere and the TAs) will work to establish an environment that is informed by principles of equity, diversity, and inclusion, where everyone feels comfortable sharing their perspectives, questions, and feedback with one another.

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.

AccessAbility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. They can be contacted by phone at 416-287-7560 or email 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.

Religious Accommodation:

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family Care Responsibilities:

The University of Toronto strives to provide a family-friendly environment. Challenges related to family responsibilities are all the more salient in the context of the COVID-19 pandemic. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.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](#) 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 in all relevant courses
- 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, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

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 may also wish to 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.