Psychological Assessment
(PSYC37H3 F LEC01)

Fall 2024 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.
Course delivery: In-person class meetings on **Wednesdays from 1:10 – 3:00pm, SW-143**.
Office Hours:
    Drop-in in-person: 3:10-4:00pm on Wednesdays, room SW-521
    By appointment: Most Wednesday mornings between 10:30 and 11:30am via Zoom; see Quercus for details and appointment slots. Also available upon request via email.

Course Email: psyc37.utsc@gmail.com
Dr. Dere's Email: jessica.dere@utoronto.ca

Teaching Assistants: Hanna Hamzai, Tulip Marawi, and Melanie Mascarhenas
TA Office Hours: Conducted remotely using Zoom. See scheduling details and link on Quercus.

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

<u>**A note on email communication:**</u> 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 email Dr. Dere directly for personal or confidential matters.

*** Please note: Course announcements will be made through Quercus. Students are responsible for monitoring the course website <u>regularly</u> 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 are 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 and culture

The course is designed for **fully in-person delivery**. 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 and expand upon 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 very important and strongly encouraged. **<u>For the exams, you will be responsible for all material covered in class and in the required readings</u>**. I will make lecture slides available on Quercus ahead of each class, but these will not be sufficient to understand everything that was covered in class.

I recognize that there may be instances during the semester when it is necessary to be absent from class. With that in mind, the class lectures will be recorded using the Automated Recording Apparatus (AuRA) system in our classroom. However, I plan to reserve the final several minutes of class for discussions or activities, which will **not** be recorded. My intention is to strongly encourage in person attendance, while acknowledging the value of having core lecture material recorded when needed. I also recognize that this can serve important accessibility needs. I will address the lecture recordings further in class and reserve the right to shift how the recordings are made available if I feel that they are profoundly hindering course engagement.

My hope and objective for this course is that we can build a collaborative course community to the best of our abilities, and I will seek out and welcome your input, feedback, and suggestions throughout the term. I promise to do my best in this regard, and I hope and expect students will do the same. I also expect that we will all contribute to a class culture that

is guided by principles of equity, diversity, and inclusion, and that we will respectfully offer and listen to different perspectives and viewpoints. I hope that we can all work together – along with the course TAs – to build a collaborative, supportive, empathic, and positive class culture.

Considerations related to illness and public health

Illness: Please stay home if you are not well. Please reach out to me as soon as possible to discuss the week's course material. Lecture slides will always be available and there will be weekly online discussion boards for asynchronous participation. All assignments are submitted online via Quercus. If your illness coincides with a course deadline, please follow the missed term work policy below. The TAs and I will provide whatever support we can to students in challenging positions during the term.

Masks in the Classroom: The university's mask requirements have been lifted. Some members of our community may choose to continue to wear a mask. Please remember to respect each other's decisions, comfort levels, and health needs. Mask recommendations or requirements may change at short notice based on public health guidance.

Delivery mode: If I need to switch to online delivery due to illness, I will let you know as soon as possible. Our online platform will be Zoom and I will communicate relevant details via Quercus. Please be sure to stay up to date with Quercus updates and announcements. If I become ill and cannot teach, I will let you know as soon as possible and provide updates via Quercus.

If needed, I will update these and/or other considerations over the course of the semester.

Important dates

Date(s)	Why is it important?
Sept. 4th	First class meeting
Sept. 18th	Creativity Questionnaire Item due by 11:59pm
Sept. 16th – 22nd	Discussion Board Activity **#1** due by 11:59pm, September 22nd
Sept. 23rd – Sept. 29th	Three questionnaires posted on Quercus. Complete by 11:59pm, September 29th
Sept. 30th – Oct. 6th	Discussion Board Activity **#2** due by 11:59pm, October 6th
Oct. 16th	Midterm exam in class
Oct. 28th – Nov. 1st	Reading week
Nov. 11th – 17th	Discussion Board Activity **#3** due by 11:59pm, November 17th
Nov. 18th – 24th	Discussion Board Activity **#4** due by 11:59pm, November 24th
Dec. 3rd	Last day for bonus mark submissions **Integrative video project due**

Course schedule

Class meeting	Lecture topic(s)	Readings	Assignment notes (Please see exact due dates in table above)
September 4	Welcome and Introduction to the course		
September 11	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	
September 18	3. Norms and basic statistics	Ch. 2	*Creativity questionnaire item due; Discussion Board Activity (DBA) #1 this week*
September 25	4. Reliability and validity	Ch. 4 and Ch. 5	*Complete three questionnaires*
October 2	5. Test administration	Ch. 7 and Stucky & Hatfield-Eldred (2022) article	*DBA #2 this week*
October 9	6. Interviewing techniques	Ch. 8 and Sommers-Flanagan & Bequette (2013) article	
October 16	* Midterm Exam * in class		
October 23	7. Intelligence testing	Ch. 9 and Ch. 10	*Integrative video project details posted this week*
Reading Week (October 28 – November 1)			
November 6	8. Personality testing	Reynolds, Altmann, & Allen (2021) chapter	
November 13	9. Health psychology and health care – Emphasis on neuropsychological testing	Ch. 17	*DBA #3 this week*
November 20	10. Test bias and cultural issues in assessment	Ch. 19 and Olson & Jacobson (2015) article	*DBA #4 this week*
November 27	11. Communicating test results Synthesis and review	Goldfinger & Pomerantz (2014) chapter	*Reminder: Integrative video project due **December 3rd***

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

Evaluation

- Course participation and engagement: 15%
  - o Questionnaire participation: 3%
  - o Graded Discussion Board Activities: 12% (4% each, best 3 out of 4)
- Mid-term examination: 30%
- Integrative video project: 20%
- Final examination: 35%
- <u>Bonus</u> 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 create a questionnaire to measure creativity. Each student is asked to submit <u>one item</u> 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 subsequently be used 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:
  - o Submit one item to include in our creativity questionnaire, by **September 18ᵗʰ at 11:59pm**. Submission via Quercus.
  - o Complete three questionnaires on Quercus by **September 29ᵗʰ at 11:59pm**.
    - ▪ Complete two versions of the Big Five Inventory (BFI), a measure of personality. You must <u>complete BOTH versions to receive 1 participation mark</u>. No part marks.
    - ▪ Complete the creativity questionnaire for 1 participation mark.

Graded Discussion Board Activities (DBA) (12%): Students will be asked to engage with course concepts via four graded discussion board activities throughout the semester. Each activity will be worth 4% of the final grade, with the **best 3 out of 4** 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 responses. Teaching assistants will grade students' posts using a rubric that will be shared on Quercus. Additional details will be provided on Quercus and discussed in class.

Note: There will also be general Q&A Discussion Boards on Quercus. These are **not** marked and will simply be a place for questions and discussion about course material throughout the term.

Note: **Given the amount of time provided for each component of the course participation and engagement mark, extensions will only be granted in exceptional circumstances.**
Mid-term examination (30%): The mid-term exam will cover all required readings and lecture materials from Lecture Topic 1 to 6 (inclusive). The exam will consist of multiple-choice and short answer questions and will be conducted in person. Further details will be provided on Quercus and discussed in class.

- The mid-term exam will take place on **October 16th** during class time.

Integrative video project (20%): The end-of-term assignment will require you to integrate course concepts from throughout the semester in a video in which you will take on the role of psychologist speaking to a hypothetical client. You will take inspiration from a hypothetical case that we will be discussing during the course. Using the case information already shared, you will be asked to address a set of structured questions/prompts in your video, as well as draw upon some relevant academic literature. You will also be asked to prepare a brief written reflective piece to accompany your video; the written piece will be evaluated for plagiarism directly within Quercus. Assignment instructions will be made available to view on Quercus during the week of October 23rd. Further details will be provided closer to that date.

- **Due date: Submit via Quercus no later than December 3rd at 11:59pm.** Specific submission instructions (e.g., file format) will be provided with the assignment details. Any students with concerns regarding the plagiarism detection tool must speak with me during the first three weeks of the semester.
- **Statement regarding the plagiarism detection tool:** Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Final examination (35%): The final exam will not be cumulative. It will cover all required readings and lecture materials from Lecture Topic 7 to 11 (inclusive) and will be held in person. 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. 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 the story links to course material. This description should be specific and

explain why you chose this story. I will then discuss select stories during our class meetings (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, December 3rd**. 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 ten days 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 current 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 video project: Unless you have legitimate documentation for a late assignment, 5% 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 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: Late submissions will not be accepted for the bonus mark opportunity.

*Please note***: It is always best to speak with me or a course TA as soon as possible if you foresee any challenges in meeting a deadline at any point in the semester. We are here to support you, and we want to work together to help you be successful in this course.**

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the Request for Missed Term Work Accommodations Form ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to **psyc37.utsc@gmail.com** according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	[ACORN](#) Absence Declaration	[UofT Verification of Illness Form](#)	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	[ACORN](#) Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	[ACORN](#) Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed ***TERM TESTS,*** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed ***ASSIGNMENTS,*** - If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your **Accommodation Letter** to the course email and specify how many days extension you are requesting. - If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Rights and Responsibilities

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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.

Recording of classroom material by students
Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Use of Generative Artificial Intelligence Tools
Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Academic Integrity
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 in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

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 University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

I 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. I welcome input and discussion about our class culture and environment at any point.

Religious Accommodation
The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Family Care Responsibilities:
The University of Toronto strives to provide a family-friendly environment. 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.
Writing-related campus resources:

The Centre for Teaching and Learning (CTL) is available to support you in your writing, math and stats, and English language needs. It offers online and in-person tutoring and consultations and has a variety of helpful resources. For more information, please visit CTL's Student Resource Centre at AC313 or check out https://uoft.me/AcademicLearningSupport.

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: http://www.utsc.utoronto.ca/eld/

The Writing Centre helps all UTSC students improve their writing skills. They work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one

tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: http://www.utsc.utoronto.ca/twc/