SYLLABUS – PSYC 5301 – Fall 2015

Course Information:
PSYC 5301: Tests & Measurement for CMHC
Fall 2015

Instructor Information: Ron Livingston, Ph.D.
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Office Hours: Monday 3:00-3:30 & 4:50-6:20, Wednesday 2:30-3:30 (Other Times by Arrangement)
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Course Catalog Description: PSYC 5301: Provides an understanding of varied approaches to assessment and evaluation in a multicultural society, including: introduction and history of testing and assessment; concepts of standardized and non-standardized testing and other assessment techniques; statistical and psychometric concepts (e.g., scales of measurement, reliability, validity, & test theory); social and cultural factors related to assessment; and ethical issues related to assessment.

This course reviews major issues in psychological and educational measurement with an emphasis on test development and the evaluation of psychometric properties. A secondary emphasis is on the application of various psychological tests.

Student Learning Outcomes: The primary goal of this course is to teach the principles of psychological and educational assessment to Clinical Mental Health Counselors. By the end of this course, students should be able to:

- Understand the history of testing and assessment.
- Define basic terms and demonstrate an understanding of concepts and issues related to tests and measurement.
- Apply and interpret statistical procedures related to tests and measurement.
- Understand test scores, their properties and interpretation.
- Understand social and cultural factors related to assessment.
- Explain and interpret the results of procedures for assessing the psychometric properties of tests (i.e., reliability, validity analyses, item analyses).
- Understand classical and modern test theories.
- Discuss major standardized and non-standardized assessment procedures & strategies: Tests of Mental Abilities, Personality Assessment, Forensic Applications, Behavioral Assessment, and specific counseling application (e.g., Risk Assessment, Assessing the Therapeutic Alliance).
- Understand ethical issues related to assessment.

Evaluation & grading: Your grade in this class will be determined by your performance in the following areas:
1) Test 1 and Test 2 will each count 30% each (Total=60%)

2) The comprehensive final exam will count 40%

Grade assignment: A = 100 - 90, B = 80 - 89, C = 70 - 79, D = 60 - 69, F < 60.

My recommendations for doing well in this class include:

- The material is cumulative - don't get behind in your reading or miss a quiz.
- Read the assigned material several times until you have a good grasp of it. This may be the first time many of you are introduced to these concepts.
- Keep in mind Bloom's Taxonomy - go beyond rote memorization and work towards application, analysis, and synthesis of the concepts.
- If you have questions or need clarification, please contact the Teaching Assistant.

**Reading Materials:** Draft chapters from a textbook I am writing will be posted on UTT BlackBoard.com. These will serve as the primary readings for the course. These will be supplemented with additional articles and readings.

**Topical Outline:** The following schedule should be viewed as a flexible guide and adjustments may be necessary.

**August 26:** Introduction & Review of Syllabus  

**Sept. 2:** Module 1 – History & Introduction to Tests & Measurements  
Chapter 1: History & Introduction to Psychological Assessment

**Sept. 9:** Module 2 – Basic Statistics  
Chapter 2: The Basic Statistics of Measurement

**Sept. 16:** Module 3 – Test Scores  
Chapter 3: The Meaning of Test Scores  
Special Readings: Scores based on Item Response Theory

**Sept. 23:** Major Test 1

**Sept. 30:** Module 4 – Reliability  
Chapter 4: Classical Test Theory, Measurement Error, & Reliability  
Special Readings: Generalizability Theory  
Special Readings: Item Response Theory & Reliability

**Oct. 7:** Module 4 – Reliability (Part 2)

**Oct. 14:** Module 5 – Validity  
Chapter 5: Validity
Oct. 21: Module 6 – Item Analysis & Item Response Theory
Chapter 6: Item Analysis
Special Readings: Primer on Item Response Theory

Oct. 28: Major Test 2

Nov. 4: Module 7: Tests of Mental Abilities
Special Readings: Intelligence, Cross-Battery Assessment, Achievement, & Neuropsychological Assessment

Nov. 11: Module 8: Assessment of Personality
Special Readings: Assessment of Personality

Nov. 18: Module 9: Forensic Applications & Behavioral Assessment
Special Readings: Forensic Applications (guest speaker)
Special Readings: Behavioral Assessment

Dec. 2: Module 10: Risk Assessment, Assessing the Therapeutic Alliance, and Best Practices
Special Readings: Risk Assessment
Special Readings: Assessing the Therapeutic Alliance
Special Readings: Best Practices in Assessment

Dec. 9: Final Exam

College & Departmental Statements

College of Education and Psychology Mission Statement: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract.
itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
I value your feedback about this course. While we complete formal course evaluations near the end of the semester I appreciate your feedback throughout the course. If you have any suggestions for how I can make this a better learning experience, please share them with me. This can be done in person or you can provide your suggestions anonymously through this form (or an informal note).

1) What do you like about this course?

2) What do you dislike about this course?

3) What can the instructor do to make the course better?

4) Please provide any additional feedback you have for the instructor.