

Tests and Measurements PSY306

Dr. Leslie A. Miller, PHR

4:00-6:40 p.m. Tuesday (Bush 201)

August 26 – December 3, 2013

Welcome to PSY306, Tests and Measurements.

The primary objective of this course is not to teach you about individual psychological tests, but facilitate your learning to prepare you to be informed consumers—test users and test takers—of psychological tests and measurements. The prerequisite for the course is PSY 101. Co-requisites for psychology majors are PSY 301, 304.

The current course is a blended course. As a blended course, learning will occur both in a face-to-face and an online learning environment (Canvas).

Instructor Availability and Communication

If you have questions, please feel free to email me (drlesliemiller@hotmail.com). I check my email throughout the day and will return your email within 24 hours. If you'd like to talk live, please email me with various days and times you are available to talk (between 7 a.m. and 4 p.m.). We can jointly agree on a day and time to have a telephone conversation.

Course Goals

At the conclusion of the course, students will be able to:

1. Demonstrate understanding of the purpose, use, and importance of psychological tests and measurements.
2. Use different methods for gathering evidence of the reliability and validity of psychological tests.
3. Apply best practices for developing and piloting psychological tests.
4. Interpret test scores using descriptive statistics, standardized test scores, and norms.
5. Identify potential ethical issues in creating and using psychological tests and measurements.
6. Combine learnings to evaluate the psychometrics of a psychological test.

The course is designed into five modules:

1. Module 1: Overview of Tests and Measurements
2. Module 2: Test Reliability and Validity
3. Module 3: Interpreting Test Scores
4. Module 4: Test and Measurement Development
5. Module 5: Ethical Use of Tests and Measurements

Students must complete the modules sequentially, by the due dates indicated in Canvas.

Please see **Course Map** document for a description of learning outcomes, activities, and assessments for each module.

Course Materials

Miller, L. A., Lovler, B., & McIntire, S. (2013). *Foundations of psychological testing: A practical approach* (4th ed.). Thousand Oaks, CA: Sage. [ISBN-13: 978-1452219905; cost \$110] (**The 4th edition of the textbook is required; earlier editions are not acceptable.**)

MBTI Voucher (available from bookstore)

Class Meeting Dates

The class meeting dates are below. All students are required to attend the first, second, and final class meetings above. Students are not required, though are strongly encouraged, to attend instructor-led integration meetings. During instructor-led integration meetings, the instructor will lead discussion and activities to clarify confusing material and demonstrate application of material. While Learning Teams may work on team assignments outside of class, specific dates are reserved for teams to meet face-to-face and work on team assignments. If team members agree to meet, and students do not attend, students may see the implications during the learning team evaluation process.

<i>Class Meeting Dates</i>	<i>Topics</i>
August 27	<ul style="list-style-type: none">• Class member introductions• Syllabus overview• Canvas tutorial• Learning team formation
September 17	<ul style="list-style-type: none">• Instructor-Led Module 1 and 2 Integration• MBTI results
October 1	<ul style="list-style-type: none">• Learning Team Meetings<ul style="list-style-type: none">○ Module 3 Activity○ Test Critique ongoing work
October 15	<ul style="list-style-type: none">• Instructor-Led Module 3 Integration
October 22	<ul style="list-style-type: none">• Learning Team Meetings<ul style="list-style-type: none">○ Module 4 Activities○ Test Critique ongoing work
November 5	<ul style="list-style-type: none">• Instructor-Led Module 4 Integration
November 19	<ul style="list-style-type: none">• Learning Team Test Critique and Reflection Working Class
November 26	<ul style="list-style-type: none">• Learning Team Test Critique Presentations• Learning Team Reflection Presentations

Netiquette Policy

As a part of the blended learning class, we will be engaging in conversation in an online environment. Please help us produce an environment conducive to learning by using common conventions for communicating online. Please carefully read and abide by the suggestions in the URLs below.

- <http://www.networketiquette.net/ecourse.html>
- <http://www.dontwasteyourtime.co.uk/elearning/netiquette-a-handly-guide-for-online-students/>

Learning Teams

During the first class meeting we will form learning teams of 3-5 students. Members of each learning team will work together to complete the course learning team activities.

Once teams are formed, learners are encouraged to create their own collaborative groups in Canvas—where conversations can occur and resources can be shared.

Because team activities are outcome-based, all members will typically earn the same grade for team assignments. However, the instructor reserves the right to adjust scores to reflect varying levels of contribution and quality of work.

The instructor will determine contribution by reviewing completed learning team evaluation forms. At the conclusion of the course, learning team members will complete a *Learning Team Evaluation form*, evaluating one

another on the extent to which other team members contributed to the learning team experience. Team members that are consistently rated lower by other team members may have their learning team activity grades reduced by one grade.

If you experience difficulties working with your team, you are expected to resolve the difficulties within the team. On rare occasions, students may reach out to the instructor, who may intervene to resolve a team conflict.

Assignments, Assessments, and Grading

You will be graded on the following:

Individual Activities and Assessments
Syllabus quiz (2%): Students will take an introductory syllabus quiz to ensure understanding of course expectations. Students may take the quiz as many times as they'd like, and the highest score will be retained. The quiz must be completed by August 30th .
Myers-Briggs Type Indicator (MBTI) (3%): Students will use their MBTI voucher (purchased at the bookstore) to access and take the MBTI. The MBTI is a personality test designed to measure psychological preferences in how people perceive the world and make decisions. Students will learn more about their own test results and the implications of the results for teams. The assessment must be completed by September 10th .
Module Online Tests (40%): Students will take five online tests during the course to assess understanding of the material learned in each module. Each test will be worth 10% of your grade. Tests will be open during a specific timeframe only and must be completed by the due date indicated in Canvas. Students must access and complete each test in one sitting. Only four tests will be included in the final grade; the lowest score will be dropped.
Discussion Question Responses (10%): Students will post initial answers to two online discussion questions per module. Students must respond to discussion questions by the required due date indicated in Canvas. Full credit will be awarded based on the following criteria: <ul style="list-style-type: none">• Response clearly addresses all components of the discussion question.• Response integrates/synthesizes learnings, with citations from a minimum of two topically-relevant sources: the course textbook and a second peer-reviewed journal article.• English grammar is excellent (sentences are clear, concise, and precise; post includes proper spelling, grammar, and scholarly tone).• In-text citations and references are formatted according to current APA style.• Post is at least 150 words long, excluding references.
Substantive Responses (10%): For each module, students will post a minimum of 2 substantive responses to other students' discussion questions responses (two substantive responses on three separate days). Students must provide responses by the required due date indicated in Canvas. Full credit will be awarded based on the following criteria: <ul style="list-style-type: none">• Post expands on the other individual's comments.• Post ends with a question to further stimulate conversation of module content.• English grammar is excellent (sentences are clear, concise, and precise; post includes proper spelling, grammar, and scholarly tone).• Post is at least 150 words long, excluding references.
Psychological Test Worksheet (5%): For Module 1, students will complete Part I and Part II of the Psychological Test Worksheet. Students must complete the worksheet by the required due date indicated in Canvas.
Reliability and Validity Worksheet (5%): For Module 2, students will complete Part I and Part II of the Reliability and Validity Worksheet. Students must complete the worksheet by the required due date indicated in Canvas.

Letter to the Editor (5%): For Module 5, students will write a letter to the editor of a local newspaper to comment on ethical issues associated with psychological testing. Students should imagine they are a testing expert and were contacted by a local newspaper to comment on ethical issues associated with psychological testing. Students should write a 1-2 page, double-spaced letter to the editor discussing ethical issues associated with psychological testing in an educational, counseling/clinical, or business setting. Students must complete the activity by the required due date indicated in Canvas. Students should include the information below in the letter:

- The ethical issues faced in the setting.
- The ethical responsibilities/qualifications required of professionals in the setting who use psychological tests.
- The consequences of improper test use.

Learning Team Assessments

Test Score Interpretation Activity (5%): For Module 3, learning teams will complete the test score interpretation worksheet. Students must complete the worksheet by the required due date indicated in Canvas.

Test Specification Table and Item Writing Worksheet (5%): For Module 4, learning teams will complete the test specification table and item writing worksheet. Students must complete the worksheet by the required due date indicated in Canvas.

Test Critique Presentation (8%): Learning teams will work throughout the semester to conduct the research necessary to critique two psychological tests. Teams will conduct research on each test, documenting findings by completing a test critique worksheet for each test. At the end of the semester, teams will turn in their test critique worksheets and present their test critiques during a 30-minute live presentation on **November 26th**. Students who do not attend the class meeting will earn a “0” on the team assignment. Guidelines for the assignment are below:

- From the psychological test worksheets completed individually during Module 1, each team should select two psychological tests to critique.
- Teams should carefully review the “guidelines for critiquing a psychological test” in Appendix B of the text.
- Teams should conduct research on each test, completing a psychological test critique worksheet for each test.

Learning Team Reflection Presentations (2%): Learning teams will work throughout the semester to complete Module 3 and 4 assignments and critique two psychological tests. Teams will meet during scheduled class meetings, and virtually, on an as-needed basis. Before beginning work together, each team member will purchase an MBTI Voucher at the bookstore and follow the directions for taking the Myers-Briggs Type Indicator (MBTI) assessment. **The assessments must be completed by September 10th**. During the September 17th class meeting, students will receive their MBTI results, and a Career Services professional will spend approximately 45 minutes helping students understand results. The professional will discuss tested type, self-reported type, and best-fit type and the implications of type for teams.

Individually

1. Read the sample MBTI Team report.
2. Review and reflect on your individual MBTI results.
3. Document answers to questions:
 - What strengths you can contribute to your team?
 - What are your potential blind spots when working with others?
 - In order to more effectively listen to and communicate with your team members what behaviors should you keep demonstrating, stop demonstrating, and start demonstrating?

As a Team

4. During a face-to-face meeting, have each person discuss the answers to the questions above.
5. Create one easy to understand chart that includes each person's answers to the questions above.
6. Include at the bottom of the chart, the types of conflict you might experience, and what guidelines you will

follow for addressing conflict.

7. At the conclusion of the test critique presentation, present your team's chart and discuss key learnings from the MBTI process.

Believing that my high expectations are an indication of my respect for you and for your capacity to work at a level of excellence you may not have thought possible, I will follow the grading standards outlined in the college catalog:

- ✓ **Grade A** is reserved for work that is **exceptional in quality** and shows keen insight, understanding, and initiative.
- ✓ **Grade B** is given for work that is **consistently superior** [that is, not merely respectable or "average"] and shows interest, effort, or originality.
- ✓ **Grade C** is a **respectable grade**. It reflects consistent daily preparation and satisfactory completion of all work required.
- ✓ **Grade D** is the **lowest passing grade**. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- ✓ **Grade F** is failing.

Percentage	Grade		Percentage	Grade
96	A		76 – 78	C
93 – 95	A-		73 – 75	C-
90 – 92	B+		69 – 72	D+
86 – 88	B		66 – 68	D
83 – 85	B-		63 – 65	D-
79 – 82	C+		< 63	F

Students with Disabilities

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs, or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office. Please call 407- 646-2354 for an appointment, or email gridgeway@rollins.edu.

Academic Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their

signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Academic Dishonesty

As a responsible member of the Rollins Community, you will be expected to maintain the College's highest ideals of academic and social conduct and are responsible for knowing and abiding by College policy – primarily that of academic dishonesty. If you are unclear about the College's policy on academic dishonesty, I would encourage you to reference the College Catalog.

Withdrawal Without Penalty

Withdrawal deadlines are strictly enforced by the Hamilton Holt School. Tuition refunds for withdrawals after the stated deadline will not be granted for:

- * change in job assignment (duties, hours, travel, etc.)
- * change in financial aid status and/or eligibility if not reported in writing to the Holt Office by the end of the first week of classes
- * lack of prerequisite knowledge or coursework
- * personal or family crisis or illness
- * relocation out of the area
- * temporary duty assignment or transfer by the military

Withdrawal exceptions are extremely rare and may be granted only by the Student Appeals Committee.

Withdrawal and refund deadlines will differ for courses offered on an intensive format. Generally, 50% for withdrawal before the second scheduled class meeting.

Make Up Policy

All assignments are due on or before indicated dates. There will be **no make-up activities or assessments**. If you miss a due date for an activity or assessment, will earn a “0” for that activity or assessment