

PSY 3230 SEC 001: PSYCHOLOGICAL TESTING
University of Toledo | Department of Psychology
Fall 2018 | TR 2:30-3:50 | Memorial Field House 1210

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Course Description. This course covers the basics of psychological testing and assessment, including the nature of psychological tests and their assessment methods, statistical applications, and the major types of psychological tests. The main focus is on psychological tests and assessment in clinical psychology with less coverage in counseling psychology, industrial/organizational psychology, and educational psychology. The main areas in which clinical psychology differs from these fields is that (a) its major focus is on assessing psychopathology, (b) compared to educational psychology, there is less emphasis on IRT statistical models, and (c) compared to counseling psychology, there is less emphasis on vocational assessments. The broad family of statistics used in psychological testing is referred to as ‘psychometrics,’ the measurement of psychological characteristics (psycho – metrics). In contrast to measurement in the physical sciences, most measurements in psychology are of ‘constructs’—ideas or concepts constructed by language—such as depression, anger, psychosis, or narcissism. Even when measuring physical things in psychology—e.g., heart rate, brain imaging—the focus is on psychological constructs such as anxiety, memory, and depression.

Learning Goals and Objectives

The overall goals of the course are for you to:

1. Understand and apply basic psychometrics concepts and formulas
2. Gain the ability to critically evaluate existing and new psychological tests
3. Be able to name and describe the most common types of psychological tests in clinical psychology
4. Understand and describe the characteristics of and differences between different methods of assessment

Class Format. This is mainly a lecture class, supplemented with PPTs and video clips, with 3 required exams and 10 required in-class activities. We will also have outside speakers with expertise in areas such as emotional intelligence, forensic assessment, and neuropsychological assessment. Your engagement in the class by questions and observations is expected.

Course Materials

Required textbook

Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological testing and assessment: An introduction to tests and measurement*. New York, NY: McGraw-Hill Education.

NOTE: Several options for this textbook exist, which include renting it.

Required readings (See Class Schedule for required sections of these readings)

Aschieri, F., Fantini, F., & Finn, S. E. (2018). Incorporation of therapeutic assessment into treatment with clients in mental health programming. In Butcher & Hooley (Eds.), *APA handbook of psychopathology* (pp. 631-642). Washington, DC: APA.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.

Hunt, M. (1999). Making order out of scientific chaos. In *How science takes stock: The story of meta-analysis* (Chapter 1). New York, NY: Russell Sage Foundation.

Hunt, M. (1999). Settling doubts about psychotherapy. In *How science takes stock: The story of meta-analysis* (Chapter 2). New York, NY: Russell Sage Foundation.

- Mihura, J. L., & Meadows, E. A. (2018). Projective tests. In V. Zeigler-Hill & T. K. Shackelford (Eds.). *Encyclopedia of personality and individual differences*. New York, NY: Springer.
- Mihura, J. L., & Meyer, G. J. (2015). Rorschach Inkblot Test. In R. Cautin & S. Lilienfeld (Eds.), *The encyclopedia of clinical psychology*. Wiley-Blackwell. doi: 10.1002/9781118625392.wbecp517
- Mihura, J. L., & Roy, M. (2017). Psychological constructs: Overview. In A. E. Wenzel (Ed.), *The SAGE encyclopedia of abnormal and clinical psychology* (pp. 2726-2732). Thousand Oaks, CA: SAGE Publications Inc.

Example Test Validity Studies (for 12/04)

- Dao, T. K., Prevatt, F., & Horne, H. L. (2008). Differentiating psychotic patients from nonpsychotic patients with the MMPI-2 and Rorschach. *Journal of Personality Assessment, 90*, 93-101.
- Lee, T. C., Graham, J. R., & Arbisi, P. A. (2018). The utility of MMPI-2-RF scale scores in the differential diagnosis of schizophrenia and major depressive disorder. *Journal of Personality Assessment, 100*, 305-312.
- Su, W., Viglione, D. J., Green, E. E., Tam, W. C., Su, J., & Chang, Y. (2015). Cultural and linguistic adaptability of the Rorschach Performance Assessment System as a measure of psychotic characteristics and severity of mental disturbance in Taiwan. *Psychological Assessment, 27*, 1273-1285.

Other required readings: Handouts and PPTs from the instructor listed in the **Class Schedule** below.

Blackboard: The weekly course lecture materials will be available on Blackboard. We will also administer the exams, and potentially the online class activities, through Blackboard.

Graded Activities

Exams. There will be 3 exams worth 100 points each, largely comprised of multiple-choice or fill-in-the-blank questions and potentially one essay question per exam. The exams are designed as advanced undergraduate exams. The PPTs used in the class are considered your study guide for the exams. There will be more detailed material in your textbook, of course, but the PPTs will also be a great resource when studying.

Class Activities. You are expected to attend and participate in the class. However, the only graded attendance days are the Exams and Class Activities. For the Class Activity days, you must participate in the entire activity to earn your points. There are 10 Class Activity days for a total of 50 points. You are expected to participate in the class activities; because simply participating in the activity is worth the full points, I am able to create exams that are truly advanced undergraduate level quality. Class participation on these days is required as is attentive engagement in the activity (e.g., no random responding).

Extra Credit. Pre-exam quizzes. Up to 15 points of extra credit can also be earned through the 3 pre-exam quizzes (worth 5 points each). **Test method experience.** One extra credit experience (5 pts) is engaging in responding to test methods that are very similar to personality performance test methods. **Experiment participation (not guaranteed).** If experiments come available through the UT Psychology Department, you may participate and earn up to 5 extra credit points. For every 20 minutes participating in the experiment, you will earn 1 extra credit points (i.e., 1 hour of participation is worth 3 extra credit points). I will monitor the offerings and only choose those with enough slots for the class; PSY 1010 students have first dibs. However, it is your responsibility to sign up promptly to take advantage of the opportunity.

Policy on Missed Assignments and Late Work: If unavoidable circumstances occur and you must miss an Exam or a required participation day (Class Activities), documentation for your absence (e.g., illness, funeral, court date) is required. Please let the TA know as soon as possible and in advance of an exam or assignment due date if you will be unable to complete it on time. Late work will not receive credit otherwise. It is your responsibility to keep track of when your assignments are due and when exams are scheduled.

Electronic Communication Devices: Please make sure the sound on your smartphone or any electronic communication device is turned OFF during class. Talking on the phone is absolutely prohibited in this class. If you have to take an emergency call (e.g., your partner goes into labor, a loved one falls ill), please step

outside to take the call. The only rules against texting, searching the web, etc., are (a) if it becomes disruptive to other students or the instructor or (b) it interferes with class activities and exams. If I ask you to stop and you persist, I will ask you to leave the class and you must comply. If I have to ask you twice, from then on, I will ask you to leave your smartphone at the door during the class period for the rest of the semester. Otherwise, the use of the course and the lecture materials for your own learning is your own responsibility.

Talking During Class: While quietly and briefly talking to a classmate is fine if you have a quick question, comment, etc. – any extended or frequent talking is distracting to other members of the class. If I ask you to stop and you persist, I will ask you to leave class and you must comply.

Email Communication: On weekdays, outside our office hours, you should hear back from the instructor or TA within 24 hours. The instructor and TA are not expected to respond to emails over weekends, holidays, and university breaks.

Questions and Consultations: If you have questions about the course, you may contact me during office hours or by email. As a note, I do not provide psychological services to my current students.

Late Enrollment: If a student enrolls during the first two weeks of class, it is the student's responsibility to contact the professor and TA within 24 hours of enrolling to inform them of their late enrollment. This will help ensure that the student receives all missed materials and information that have already been circulated.

Class Schedule, Readings, Exams, and Due Dates*

Dates	Chapter/Topic	Requirements
Tu 8/28	Course Introduction & Orientation to Syllabus	
Th 8/30	Why & How Do We Measure Things in Psychology? Psychological Testing & Assessment (Ch 1) <ul style="list-style-type: none"> • Testing & Assessment • The Tools of Psychological Assessment (to p. 13) • Who, What, Why, How, & Where? 	Readings: Ch 1 (1-13, 17-35)
Tu 9/04	Class Activity #1: Take brief self-report tests Historical, Cultural, Legal/Ethical Considerations (Ch 2) <ul style="list-style-type: none"> • A Historical Perspective • The Concerns of the Profession Brief Introduction to Different Types of Tests and Assessment Methods (Handout)	Class Activity #1 Readings: Ch 2 (pp. 36-41, 42-3, 47, 63-74)
Th 9/06	No Class: Mihura @ Assessment Workshop in Austin, TX	
Tu 9/11	A Statistics Refresher (Ch 3) <ul style="list-style-type: none"> • Scales of Measurement • Describing Data • The Normal Curve • Standard Scores 	Readings: Ch 3 (pp. 75-101)
Th 9/13	A Statistics Refresher (Ch 3 cont.) <ul style="list-style-type: none"> • Correlation and Inference • Discuss expected magnitudes Class Activity #2: Correlations w Online Calculators	Readings: Ch 3 (pp. 102-114) Class Activity #2
Tu 9/18	Of Tests and Testing (Ch 4) <ul style="list-style-type: none"> • Some Assumptions About Testing & Assessment • What's a Good Test? • Norms Review for Exam #1 Pre-Exam #1 Quiz (Extra Points)	Readings: Ch 4 (pp. 115-131) Extra Points Quiz

Th 9/20	EXAM #1 (55 minutes) Class Activity #3 (Test-Retest)	EXAM #1 Class Activity #3
Tu 9/25	Exam #1 Q&A Test Reliability (Ch 5) What is test reliability and why is it important?	Readings: Ch 5 (pp. 141-158)
Th 9/27	Test Reliability (Ch 5 cont.) Class Activity #4: Discuss Reliability Results	Readings: Ch 5 (pp. 169-174) Class Activity #4
Tu 10/02	Test Validity: Content Validity & Constructs (Ch 6, Mihura & Roy, 2017) Class Activity #5: Create a construct & discuss. Finally, observer-ratings. Mihura & Roy (2017) <i>Psychological constructs: Overview</i> . SAGE.	Class Activity #5 Readings: Ch 6 (pp. 175-181); Mihura & Roy (2017)
Th 10/04	Test Validity: Construct Validity (Ch 6) <u>Reference</u> : Cronbach, L. J., & Meehl, P.E. (1955). Construct validity in psychological tests. <i>Psychological Bulletin</i> , 52, 281-302.	Readings: Ch 6 (pp. 182-199)
Tu 10/09	Test Validity: Multitrait-Multimethod Matrix Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i> , 56, 81-105. Class Activity #6: Discuss MTMM (Student Data)	Campbell & Fiske (1959, pp. 81-87, 100-104) Class Activity #6
Th 10/11	NO CLASS: Fall Break	N/A
Tu 10/16	Test Validity & Assessing Constructs Meyer (2018) SPA Paul Lerner Memorial Lecture Class Activity #7: Required Attendance & Discussion	Meyer Lecture Video (Approx. 15-50 min) Class Activity #7
Th 10/18	Special Topics: Meta-Analysis & Test Validity <ul style="list-style-type: none"> Why: Psychotherapy Origin What & How: The Basics Illustrative Class Example Hunt, M. (1999). <i>How science takes stock: The story of meta-analysis</i> . New York, NY: Russell Sage Foundation.	Hunt (1999, pp. 6-13, skim 14-17, 18-44)
Tu 10/23	Special Topics: Meta-Analysis & Test Validity (cont.) <ul style="list-style-type: none"> Current State of Meta-Analyses of Test Validity Class Activity #8: Estimating intelligence Review for Exam #2 Pre-Exam #2 Quiz (Extra Points)	<i>Readings: Hunt (1999) continued</i> Class Activity #8 Extra Points Quiz
Th 10/25	EXAM #2	EXAM #2
Tu 10/30	EXAM #2 Q&A What is Intelligence? (Ch 9) <ul style="list-style-type: none"> What is Intelligence? <i>Our TA: Justin Leiter-McBeth, B.S.</i> What is Emotional Intelligence? <i>Visiting Scholars from Universidade São Francisco, Brazil: Fabiano Koich Miguel & Ana Carolina Zuanazzi Fernandes</i> 	Readings: Ch 9 (pp. 273-285)
Th 11/01	How Do We Measure Intelligence vs. Achievement? <ul style="list-style-type: none"> Measuring Intelligence (Ch 9) Measuring Intelligence & Achievement (Ch 10) Class Activity #9: Discuss estimations of intelligence	Readings: Ch 9 (pp. 285-301), Ch 10 (pp. 328-331, 344-348) Class Activity #9
Tu 11/06	Personality Assessment: An Overview (Ch 11) <ul style="list-style-type: none"> Personality & Personality Assessment 	Readings: Ch 11 (pp. 354-359)

	Current Personality & Psychopathology Models (Handout: HiTOP, Person-Situation)	
Th 11/08	Self-Report Assessment Methods: “Objective Tests” <ul style="list-style-type: none"> Objective Methods (Ch 12) Developing Instruments to Assess Personality (Ch 11; covers the ‘objective’ tests referred to in Ch 12) The Interview in Clinical Assessment (Ch 13) 	Readings: Ch 12 (pp. 401-402); Ch 11 (pp. 377-397); Ch 13 (pp. 453-top of 457)
Tu 11/13	Performance Assessment Methods: “Projective Tests” Mihura & Meadows (2018). <i>Projective tests</i> . SAGE. Extra Credit (5 pts): Learn About Testing Methods Firsthand	Readings: Mihura & Meadows (2018) Extra Credit
Th 11/15	Performance Assessment Methods: Rorschach Test Mihura & Meyer (2015). <i>Rorschach inkblot test</i> . Wiley. Performance Assessment Methods: Behavioral Assessment (Ch 12)	Mihura & Meyer (2015); Ch 12 (429-437)
Tu 11/20	Clinical & Counseling Assessment Multimethod (Ch 13) <ul style="list-style-type: none"> An Overview Culturally Informed Psychological Assessment Assessment: What methods are good for what?	Readings: Ch 13 (pp. 448-453, 457-67 [re-review 453-7])
Th 11/22	NO CLASS: Thanksgiving Break	N/A
Tu 11/27	Neuropsychological Assessment (Ch 14) Invited Speaker: Neuropsychologist Mary E. Haines, PhD, ABPP (<i>University of Toledo Medical Center</i>) Discuss Assignment for 12/04	Readings: Ch 14 (pp. 489-498, 504-523)
Th 11/29	Forensic Assessment (Ch 13) Invited Speaker: Forensic Psychologist Joshua Eblin, PhD (<i>Center for Forensic Psychiatry, Saline, MI</i>) Mihura @ Assessment Conference in Boston, MA	Readings: Ch 13 (pp. 469-478)
Tu 12/04	Special Topics: Understanding & Reviewing the Test Validity Research Lee et al. (2018). The utility of MMPI-2-RF scale scores in the differential diagnosis of schizophrenia and major depressive disorder. <i>Journal of Personality Assessment</i> , 100, 305-312. Dao et al. (2008). Differentiating psychotic patients from nonpsychotic patients with the MMPI-2 and Rorschach. <i>Journal of Personality Assessment</i> , 90, 93-101. Su et al. (2015). Cultural and linguistic adaptability of the Rorschach Performance Assessment System as a measure of psychotic characteristics and severity of mental disturbance in Taiwan. <i>Psychological Assessment</i> , 27, 1273-1285. Class Activity #10: Review of Articles Discussion	Readings: Dao et al., 2008; Lee et al., 2018; Su et al., 2015 Class Activity #10

Th 12/06	Dissemination of Assessment Findings (Ch 13; Aschieri et al.) <ul style="list-style-type: none"> The Psychological Report (Ch 13) Aschieri et al. (2018). Incorporation of therapeutic assessment into treatment with clients in mental health programming. In Butcher & Hooley (Eds.), <i>APA handbook of psychopathology</i> (pp. 631-642). Washington, DC: APA. Review for Final Exam Pre-Final Exam Quiz (Extra Points) Course Evaluations (End of Class)	Readings: Ch 13 (pp. 484-6); Aschieri et al. (2018) Extra Points Quiz
Tu 12/11	FINAL EXAM: 2:45-4:00pm	FINAL EXAM

*Please note that, although I do not expect to make significant revisions to the schedule, it is possible that we will spend more or less time on a topic than I anticipated. If so, our schedule will be modified accordingly.

Grading

	Date	Points Possible	Points Earned
Exams			
Exam #1	9/20	100	
Exam #2	10/25	100	
Final Exam	12/11	100	
Required Participation Days*			
Class Activity #1	9/04	5	
Class Activity #2	9/13	5	
Class Activity #3	9/20	5	
Class Activity #4	9/27	5	
Class Activity #5	10/02	5	
Class Activity #6	10/09	5	
Class Activity #7	10/16	5	
Class Activity #8	10/23	5	
Class Activity #9	11/01	5	
Class Activity #10	12/04	5	
Total Points w/o Extra Credit		350*	
Extra Credit			
Pre-Exam #1 Quiz	9/18	5	
Pre-Exam #2 Quiz	10/23	5	
Extra Credit: Learn about Test Methods	11/13	5	
Pre-Final Exam Quiz	12/06	5	
Experiment Participation	iff Available	5 max.	
Total Points Possible with Extra Credit		375*	

Grading Scale

*Grades are calculated out of 350 points.

Letter Grade	Percentage	Points Needed
A	93-100%	≥ 324
A-	90-92%	314 - 323
B+	87-89%	303 - 313
B	83-86%	289 - 302
B-	80-82%	318 - 329
C+	77-79%	279 - 317
C	73-76%	254 - 278
C-	70-72%	244 - 253

D+	67-69%	233 - 243
D	63-66%	219 - 232
D-	60-62%	209 - 218
F	0-59%	0 - 208

Academic Dishonesty

[UT's Academic Dishonesty Policy](#)

[Department of Psychology Statement on Academic Honesty Statement](#)

In this class, *academic dishonesty* also includes:

1. Copying from someone's exam or even looking at someone else's exam.
2. Looking at cheat notes or the textbook during exams.
3. Stealing exams or using stolen exam materials.
4. Forging materials for any extra credit opportunities.
5. Signing/forging someone's name for required class days or having your name forged for you.
6. (a) Reading or sleeping during required classes or (b) not participating in your discussion group and taking full credit for the requirements.
8. Having someone else take your exams or quizzes for you taking them for anyone else in the class.

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#).

UT Psychology-Related Websites

[UT Undergraduate Psychology Degree](#). The Department of Psychology at the University of Toledo offers a Bachelor of Arts degree for undergraduate students majoring in psychology.

[UT Psi Chi Webpage](#). Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of “encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.” With over 1,050 chapters, Psi Chi is one of the largest honor societies in the United States and is an affiliate of both the American Psychological Association (APA) and the Association for Psychological Science (APS). Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests, and who meet the minimum qualifications.

[UT Psychology Honors Program](#). Psychology majors are encouraged to earn the graduation citation "Honors in Psychology" through the Department of Psychology honors program. A student can be admitted at any time but no later than the end of the first semester of their junior year. See website for details.

Other Psychology-Related Websites

Websites for Students Interested in Psychology as a Career:

[Psych Web by Russ Dewey](#). Includes many links that can be helpful for psychology undergraduates (e.g., see [Careers in Psychology](#) link)

[Student Doctor Network Forums: Psychology](#). Psychology forum on the Student Doctoral Network designed for people currently enrolled or applying to clinical psychology doctoral programs.

Professional Websites Related to Dr. Mihura:

Dr. Mihura's UT [Faculty](#) and [Lab](#) Webpages

[Society of Personality Assessment](#). Dr. Mihura was on the board of trustees and won the [early career award](#) (in 2002). She conducted [online interviews of people who work in personality assessment](#) to showcase the types of careers that people have in personality assessment.

[Rorschach Performance Assessment System \(R-PAS\)](#). Dr. Mihura is also one of the developers of a new Rorschach test.