

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 421

PSYCHOLOGICAL MEASUREMENT

COURSE DESCRIPTION

A study of standardized tests in psychology, counseling and education. Includes personality, aptitude, general ability, achievement and interest tests. Elementary statistics necessary to test usage and interpretation will be a part of the course.

RATIONALE

Thousands of psychological tests are used in the fields of psychology, counseling, business, and education. However, not all of these tests meet accepted standards of reliability and validity. It is important for the student to be able to evaluate if a particular psychological test meets accepted standards. In addition to identifying proper tests, students must also be aware of the many types of tests used in clinical settings and how these tests are used, the limitations of tests, the information derived from these tests, and how they are used to formulate treatment.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word and PowerPoint
(Microsoft Office is available at a special discount to Liberty University students.)
- E. Adobe Acrobat Reader
- F. APA Style
<http://ezproxy.liberty.edu/login?url=http://APAStyleCENTRAL.apa.org>

IV. COURSE LEARNING OUTCOMES (CLO'S)

Upon successful completion of this course, the student will be able to:

- A. Evaluate qualitative as well as quantitative methods of analysis in determining the quality of a good and bad tests for suitability in clinical settings.

- B. Evaluate the nature and purposes of testing, how results are used and how results can be misused. Students will also understand how results are used to form treatment in clinical settings.
- C. Demonstrate the skills of gathering information from a library including computerized information sources, bibliographic systems, computerized literacy skills in word processing APA format, conducting internet/electronic searches, and utilization of various statistical packages, as well as other sources from which one can present a persuasive argument.
- D. Evaluate the language of the discipline found in textbooks and scientific journal articles, and present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association.
- E. Demonstrate knowledge of major psychological tests used to assess personality, ability and aptitude and how this information is used in clinical settings.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations (CLO's A–E)
- B. Course Requirements Checklist
After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)
There will be 2 Discussion Board Forums throughout the term. The purpose of Discussion Board Forums is to generate interaction among students in regard to relevant, current course topics. The student is required to post 1 thread of at least 350 words as well as replies of at least 150 words to 2 other students' threads. (CLO's A–E)
- D. SPSS Assignments (2)
In these assignments, the student will learn how to go from raw data in SPSS to describing the demographic characteristics of a normative sample. The student will create a table showing the most appropriate descriptive statistics for demographic variables, generate graphs, and develop a descriptive summary. The student will also continue analysis of the data by learning to assess and interpret the reliability and validity of a test. (CLO's A–E)
- E. Item Development and Analysis Worksheet
The student will complete a worksheet in order to learn how to perform specific quantitative and qualitative processes and analyses involved in test item creation and evaluation. (CLO's A, B, D and E)

F. Test Evaluation Paper

The student will evaluate 1 psychological test that is not covered in the textbook or course lectures. The student will choose his/her test and report on the psychometric properties of the test as well as justify his/her choice. The assignment will be 3–5 pages in length, including a title page and a references page. All elements of the paper should adhere current APA formatting guidelines. (CLO’s A–E)

G. Technology Presentation

The student will create a PowerPoint or Prezi presentation on the Barnum Effect or on how to properly conduct a Psychological Interview. The student must integrate course content and scholarly research into his/her choice of presentation. The student will be graded based on his/her presentation’s content, aesthetics, and adherence to current APA formatting. (CLO’s B, C and E)

H. Clinical Intake Report

The student will conduct a brief clinical interview using the template provided in BlackBoard. Based on the interviewee’s responses, the student will write a 3-5 page Intake Report that summarizes the key clinical information from the interview. (CLO’s B, D, and E)

I. Quizzes (8)

There will be 8 open-book/open-notes quizzes (one per learning module), which contain 25 multiple-choice questions each. The student will have 1 hour and 15 minutes to complete each quiz. (CLO’s A–E)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts each)	100
SPSS Assignment Part 1: Normative Sample	50
SPSS Assignment Part 2: Reliability and Validity	100
Item Development and Analysis Worksheet	50
Test Evaluation Paper	100
Technology Presentation	100
Clinical Intake Report	100
Quizzes (8 at 50 points each)	400
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PSYC 421

Textbook: Cohen & Swerdlik, *Psychological Testing and Assessment* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Cohen & Swerdlik.: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 50 50
2	Cohen & Swerdlik.: chs. 3–4 1 presentation SPSS Documents	SPSS Assignment Part 1 Quiz 2	50 50
3	Cohen & Swerdlik: chs. 5–6 1 presentation SPSS Documents	SPSS Assignment Part 2 Quiz 3	100 50
4	Cohen & Swerdlik: chs. 8 1 presentation	Item Analysis Worksheet Quiz 4	50 50
5	Cohen & Swerdlik: chs. 9 2 presentations Discussion Board Preparation	DB Forum 2 Quiz 5	50 50
6	Cohen & Swerdlik: chs. 10 1 presentation	Test Evaluation Paper Quiz 6	100 50
7	Cohen & Swerdlik: chs. 11–12 1 presentation	Technology Presentation Quiz 7	100 50
8	Cohen & Swerdlik: chs. 13–14 1 presentation	Clinical Intake Report Quiz 8	100 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.