**Syllabus / Course Outline Psych 360**

**Spring 2023**

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| **Course Name:** Psychological Testing and Measurement | | |
| **Course Code: Psych360** | **Course Type Major** | **Course Credits: 04** |
| **Class Timings: M,W,F 12:00-12:50 E229**  **Lab: M 10:00-10:50 E344** | **Section: A** | **Student Meeting Hours/ Office Hours:** |
| **Instructor Name: Afshi Yahya Khan** | | |
| **Instructor Contact Details**  Email: afshikhan@fccollege.edu.pk  **Office Hours (face to face and/ or online):** Monday to Friday; 9:00 am to 4:00 pm  **Guidelines for contacting instructor:**  Through appointment via email. | | |
| **Course Description**:  The course covers origins, theories, functions, and research related to testing and measurement about psychological constructs that include intelligence, personality, attitude, temperament etc. It intends to allow you to understand, administer, score and interpret psychological tests used in various settings like educational, occupational, Clinical etc and related ethical issues. | | |
| **Main Mode of Instruction:** *(Moodle)*  **Technology Etiquettes Please see:** [**https://docs.google.com/document/d/1FV3x6vBoNYjB8NV1g3LjqvTVCYixZWPS/edit?usp=sharing&ouid=100161996130007662336&rtpof=true&sd=true**](https://docs.google.com/document/d/1FV3x6vBoNYjB8NV1g3LjqvTVCYixZWPS/edit?usp=sharing&ouid=100161996130007662336&rtpof=true&sd=true) | | |
| **Course Objectives or** [**Student Learning Outcomes**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit) **(SLOs)**  On completion of the course students should be able to:   * Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. * Demonstrate working knowledge of the important ethical and legal issues related to individual assessment. * Exhibit familiarity with commonly used psychological tests. * Conduct an assessment and interpret results. * Consider issues regarding cultural diversity when making assessment decisions * They can make their portfolio as they would have done different standardized tests. | | |

**Course Content, Learning Material & Activities Schedule**

The schedule is tentative because it is not possible to anticipate exactly how much time each topic will require. Pl, check out the online resources and alternate options for instructional tasks as linked below.

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| **Wk** | **Lecture No.** | **Course**  **Objectives/**  [**Student Learning**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit)  [**Outcome**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit)**s**  **(SLOs)** | **Topic/ Title** | **Instructional Material** [**(OERs)**](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit)  [**&**](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit)  **Relevant** [**Technology**](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) | [**Assessment**](https://docs.google.com/document/d/1Z4W_utaHpwMJP6B2jJlb9ofxFHmcagrWWOT5cUM9lj4/edit?usp=sharing)  **&**  [**Rubrics**](https://docs.google.com/document/d/1IdFfZ8WRSRKSceBYC4jfAyKEYdb1M6Z4GSSLueP8HD0/edit) | [**Teaching-Learning Activities**](https://docs.google.com/document/d/1jY2UWb3QuOogkiSMdPvZd33eKe2kRpfzsTm2LSrnLko/edit#heading=h.4dy4q49omahn) |
| 1 | 1-2 | Demonstrate an understanding of basic principles, concepts and language of the topics | **Introduction to Psychometrics**  Difference between Testing & Assessment  Types & Categories of Psychological Tests  Phases & context of Psychological Testing | Readings from the reference book | Class participation and Discussion | Lecture through ppt  Class Discussion |
| 2 | 3-4 | Demonstrate working knowledge of the important ethical and legal issues related to individual assessment | **Ethical and Legal Issues in Psychological Assessment**  Introduction | Case studies addressing various Ethical issues | Class participation and Discussion | Lecture through ppt  Class Discussion on case scenarios |
| 3 | 5-6 | Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. | **Test Construction**  Introduction  Theory & Rationale | Readings from the reference book | Assignment 1 | Lecture through ppt  Class Discussion |
| 4 | 7-8 | Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. | **Test Construction**  Evaluating test items: Item generation | Items of existing scales +  Readings from the reference book | QUIZ 1 | Lecture through ppt  Class Discussion and Item generation activity in the class |
| 5 | 9-10 | Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. | **Test Construction**  Item Analysis | Readings from the reference book | Class participation and Discussion | Lecture through ppt  Class Discussion |
| 6 | 11-12 | Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. | **Reliability** | Readings from the reference book | QUIZ 2 | Lecture through ppt  Class Discussion  And Demonstration |
| 7 | 13-14 | Demonstrate an understanding of basic principles, concepts and language of the topics (such as reliability, validity, norms and standardization) covered under psychological measurement. | **Validity** | Readings from the reference book |  | Lecture through ppt  Class Discussion  And Demonstration |
| 8 | 15-16 | Exhibit familiarity with commonly used psychological tests.  Conduct an assessment and interpret results | **Test Administration**:  Interviewing Technique Basic concepts  Interviewing Technique  Demonstration | Test Manuals |  | Lecture through ppt  Interviewing Technique  Demonstration |
| 9 | 17-18 | Exhibit familiarity with commonly used psychological tests.  Conduct an assessment and interpret results | **Intelligence Tests**  Introduction  Wechsler Adult Intelligence Scale | Test Material and Manuals | QUIZ 3 | Lecture through ppt  Class Discussion  And Demonstration |
| 10 | 19-20 | Exhibit familiarity with commonly used psychological tests.  Conduct an assessment and interpret results | Wechsler Intelligence Scale (Children) Raven Progressive Matrices | Test Material and Manuals |  | Lecture through ppt  Class Discussion  And Demonstration |
| 11 | 21-22 | Exhibit familiarity with commonly used psychological tests.  Conduct an assessment and interpret results | **Personality Tests: Objective & Projective**  Minnesota Multi Phasic Personality Inventory  Thematic Apperception Test | Test Material and Manuals |  | Lecture through ppt  Class Discussion  And Demonstration |
| 12 | 23-24 | Can make their portfolio as they would have done different standardized tests. | **Report writing**  Introduction  Demonstration | Sample reports | QUIZ 4 | Lecture through ppt  Class Discussion  And Demonstration |
| 13 | 25-26 | Consider issues regarding cultural diversity when making assessment decisions | **Test Bias**  Issues regarding cultural Diversity  Demonstration |  |  |  |
| 14-15 | 27-30 |  | **Revision and finalizing** Assessment Reports |  |  |  |
| **CULMINATING PROJECT** | | | | | | |

**‘Out-of-class’ Study Required (across all 3 categories of students -- those attending in-person, online, or asynchronously)**

*-* *The students need to visit the Testing lab i.e. E-342. for reading the test manuals and test administration.*

### **Textbooks, Materials, Supplies, and Other Resources.**

1. Kaplan, R.M., & Saccuzo, D.P. (2009). *Psychological testing and assessment*. New Delhi, India: Cengage Learning.
2. Cohen, J. R & Swerdlik, E.M. (2010). *Psychological testing and assessment: An introduction to tests and measurement* (7th edition). New York: McGraw Hill.
3. Gregory, R.J. (2017). *Psychological testing: History, principles and application* (7th edition). New York: Pearson.
4. Manuals of relevant tests can be consulted from the testing lab

**Course Requirements:**

**Class Participation**

Class participation is a very important aspect of active learning. To raise the level of effective participation in the class the students must read the topic before coming to the class. The students are encouraged to share information relevant to the topic, raise questions, give feedback and seek help if a certain point is unclear. Class participation is a graded activity for this course. Not only that, since Psych 301 is kind of a practical course, class participation will enable you to grasp the concepts more efficiently.

Rubrics for Class participation (10%)

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| --- | --- | --- | --- |
| **Areas of CP** | **Satisfactory (5)** | **Needs Development (3)** | **Unsatisfactory (1)** |
| **Listening** | Actively and respectfully listens to peers and instructor | Sometimes displays lack of interest | Projects lack of interest or disrespect for others |
| **Preparation** | Attends classes fully prepared, does all the readings. | Sometimes arrives unprepared | Comes unprepared most of the times |
| **Quality of contribution** | Comments are relevant and reflect an understanding of assigned texts, previous remarks of other students and insights about the assigned material | Comments are sometimes irrelevant and reflect a lack of preparation or inattention to remarks of other students | Comments reflect little or no understanding of either assignment, reading material or what others have already said |
| **Impact on class** | Comments frequently help other students in understanding the topic | Comments add very little to what is being discussed. | Creates even more confusion |
| **Frequency of participation** | Actively participates at appropriate times | Participates infrequently | Rarely participates and is generally not engaged |

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### **Assignment 1 Item Generation.**

Description and rubric will be provided during the class.

### **Assignment 2 Report writing**

Description and rubric will be provided according to the Tests administered.

### **Tests & Quizzes**

All the quizzes will be uploaded on Moodle.

The breakup is as follows:

**Class Participation** 5**%**

**Assignments:** 10%

**Class Discussion:**  5%

**Quizzes:**  40%

**Report writing**  30%

**Attendance**  10%

**TOTAL 100%**

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**Attendance Policy:**

***Attendance and Punctuality:*** Attendance and punctuality inculcate discipline which is very important for success. Therefore, it is the responsibility of the students to come to classes regularly and on time. The students can come in at any time but please note that those who will come late will be marked as late and will end up losing marks. The required attendance is 80 per cent. 20 points are allocated to attendance and punctuality weight-age 10% of the total grade.

**Grade Determination & Course Assessment as per FCC Policy:**

There will be four quizzes and a Final Exam in this course (students can select the three best quizzes). The quizzes will consist of MCQs and short questions. The papers will be marked in a week from the date quiz is taken. The marked papers will be shown to the students. The students could come to the instructor if they feel that they have been graded unfairly. Please note that there will be no makeup quizzes if the student has missed a quiz. The final exam can consist of short questions and MCQs or open-book questions.

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website) as approved by the Academic Council

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| --- | --- | --- | --- |
| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |
| D | 1.00 | 60-66 |
| F | 0.00 | 59 or below | Failing |

**Student Conduct & Other Issues:**

*-* ***Expected Classroom Behavior:*** Since the medium of instruction is English therefore, it is expected that students will communicate in the English language. The students must be respectful of others opinions, the students must refrain from cutting an ongoing speaker.

The **cell phones** must be turned off or put on silent mode before the commencement of the class. Behaviours such as side talking, sleeping, reading, and checking SMS’, will be frowned upon and will also be subject to negative evaluation. Five marks are allocated to class participation and demeanour in the class.

This course involves frequent activity base assignments (administering and scoring different tests) which will be included in the final evaluation. Carrying out these activities will be the responsibility of the students and failure to complete these activities will reflect negatively on your final grade.

***Assignment: (Assessment Reports):*** The assessment reports will be required to be submitted in one week. It will help you to learn how to administer and score a particular test. It must be /submitted on the assigned date during office hours. Late submissions will be subject to deduction in 1 point per day. You are strongly encouraged to follow the APA 7 style of writing.

- If any student faces any issues or has any concerns regarding the classroom climate and interactions, please feel free to contact VR office \_\_\_ [gloriacalib@fccollege.edu.pk](mailto:gloriacalib@fccollege.edu.pk)

**Changes to the Syllabus:**

This syllabus was designed to convey course information and requirements as accurately as possible. It is important to note however that it **may** be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for your benefit and you will be notified of them as soon as possible.

**Student Support Services**

[Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/). Students can contact the [Campus Counseling Center](https://www.fccollege.edu.pk/ccc/campus-counseling-center/) at 0331-444-1518 or email [ccc@fccollege.edu.pk](mailto:ccc@fccollege.edu.pk).

[Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Other Useful FCCU Policy Documents:**

[Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf)

[Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf)

[Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/)

[Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf)

[Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)