

**City College of New York
Graduate Center, CUNY
Department of Psychology**

PSY 76000.27623: Assessment II: Psychometric Methods (3 credits)

Fall 2017 – Tuesdays, 9:45-11:45a.m.

Room: NAC 7/307B

Instructor: Sasha Rudenstine, PhD

Phone: 917.502.1698 Office: NAC 8/122B

Email: sasharudenstine@gmail.com

Office Hours: By appointment

Course Description:

Psychological assessment is a hallmark of a clinical psychologist's training. Standardized measures are used across all areas of psychological research, and provide a critical lens through which we can observe human nature—from diagnostic to characterological, neurocognitive to unconscious, intellectual, social and cultural. This advanced course is the second in a sequence that exposes doctoral-level clinical psychology students to methods by which psychologists strive to conceptualize human behavior and individual differences in terms such as skills, aptitudes, attitudes, values, personality, and intelligence. We will ask epistemologic questions considering a number of psychometric theories which will help us to understand the underpinnings of psychological measurement so that we can also develop a critical language to conceptualize the boundaries and limits of our “knowing.” We will examine the concepts of reliability and validity with an eye towards the implications of these constructs to understanding principles of scale development and applications of assessment in clinical and research contexts.

Goals/Objectives:

This is the second semester of a two-year-long sequence in assessment. By the end of this course my overall goal is for you to have gained an enriched appreciation for the complexity of the human nature and the ways in which psychological assessment can help inform our understanding of its nuances and the ways that individual differences can be conceptualized for clinical and research aims.

By the end of the course, the successful student will have accomplished the following goals:

- Understand psychometric theories and assumptions underlying scale construction
- Evaluate and critique a psychological measure for its reliability, validity and biases
- Identify a range of common psychological assessment tools
- Discuss the legal and ethical issues in testing
- Evaluate the psychometrics underlying the WAIS-IV and provide critiques in relation to consequential validity of this test

Books/readings:

Required texts:

- Furr, R.M. & Bacharach, V.R. (2013). *Psychometrics: An introduction*. ISBN-13: 978-1412927604, Los Angeles, CA: Sage.
- Other required readings will be available through a dropbox folder as pdf files.

Suggested Materials:

While CCNY NAC /501D computer lab provide SPSS to current students, it is recommended that you consider purchasing these materials for your own use over time. You can also link to Cirtrix at the GC to access SPSS remotely.

Assignments:

Course requirements including readings on psychometric theory and scale development, as well as an intensive applied component where students will have a chance to study reliability and validity through administration, analysis and critique of selected psychological measures.

Overview of Specific Requirements:

1. In-class midterm examination
2. Students in dyads will conduct an in-class measure administration, as well as give an in class oral presentation (15 minutes) on your selected test critique measure
3. Participation in an as needed Assessment Lab (with TA: Thachell Tanis ttanis08@gmail.com or Nidhi Parashar nids.parashar@gmail.com) beginning after Week 9 to aid in practice of SPSS applications
4. Final write-up of test critique

In class Exam

The in class exam is an important way to test your knowledge and encourage you to keep up with the material. The format of the exam will be short-answer.

Test Critique Project

Your mastery of the course material will be evaluated by means of a semester long project. The purpose of this project is to give you a chance to think through the issues involved in analyzing the quality and potential usefulness of a test. Based loosely on traditional standards for reviewing a test (e.g., the *Mental Measurements Yearbook* and the *Test Critiques* series), the assignment is divided into two graded components, which will allow you to demonstrate your understanding of critical issues in psychometric theory and culturally competent measurement. [See **Test Critique Assignment handout**]

Evaluation:

These course requirements will contribute to the computation of your final grade as follows:

Class Participation and Attendance (10%)

Mid-term exam (30%)

Test-critique assignment (60%)

Oral Presentation: (20%)

Final Paper: (40%)

Grading will reflect the following scale:

<u>Outstanding Work</u>	<u>Quality Work</u>	<u>Competent Work</u>	<u>Not Yet Competent</u>
A+	A or A-	B+, B or B-	C- F

The grading criteria will be a standard academic scale: 100-93 = A, 92-90 = A-, 89-88 = B+, 87-83 = B, 82-80 = B-, 79-78 = C+, 77-73 = C, 72-70 = C-, 69-65 = D, and below = F.

Participation is evaluated on quality (not quantity) of contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others' ideas and comments.

Late assignment/make-up exam policy

All written assignments are ***due at the beginning of class*** on the date they are due, unless you have made other arrangements with me ***before*** the due date. If you are going to miss class on the day an assignment is due, you must arrange to turn in your assignment to me ***before*** class. If you fail to do so, the assignment will be considered late and no credit will be given. ***You will lose the equivalent of one letter grade for every day that a written assignment is late, with NO EXCEPTIONS.*** DO NOT leave a paper in my mailbox, outside my office door, or under my door UNLESS this is an arrangement we have agreed upon. ***Always*** keep a copy of any paper or assignment that you turn in.

Make-up exams will be considered only in the event of prolonged illness or documented emergency. If you must take a make-up exam, you must contact me BEFORE the exam to preserve your right to take the make-up.

Communication:

I will be creating a googlegroup for our class to which you will be invited. In addition, you will be invited to dropbox where you will be able to access readings and powerpoints for the class. Please accept these invitations as soon as you receive them.

Attendance:

Attendance is expected in this course. Material is presented in class that is unavailable in assigned readings, so it is highly recommended that you attend every class. Please be on time for class. You are responsible for turning in assignments when they are due and for knowing information announced in class, *whether or not you were in class on any particular day*. It is your responsibility to obtain handouts, assignments, and information you missed when absent.

Academic honesty:

The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of The Graduate Center and the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and include electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism.

The source should be cited whenever:

- (a) a text is quoted verbatim
- (b) data gathered by another are presented in diagrams or tables
- (c) the results of a study done by another are used
- (d) the work or intellectual effort of another is paraphrased by the writer

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult “Avoiding and Detecting Plagiarism,” available in the Office of the Vice President for Student Affairs, the Provost’s Office, or at <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>.

(From The Graduate Center Student Handbook 05-06, pp. 36-37)

Reasonable accommodation:

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me directly as soon as possible (and certainly before the first assignment is due) so that we can discuss appropriate accommodations to facilitate your full participation.

Week-by-Week Overview

Session 1 Aug 29	Introduction
Session 2 Sept 5	Relevant history and ‘Why Test?’
Session 3 Sept 12	The Importance of Psychometrics and Psychological Measurement & Social, Ethical and Legal Issues in Testing, Basic Concepts in Measurement
Sept 19	No class (CCNY Follows Thursday Schedule)
Session 4 Sept 26	Reliability and Classical Test Theory
Session 5 Oct 3	Validity and Generalizability Theory
Session 6 Oct 10	IN CLASS: Test Administration
Session 7 Oct 17	Factor Analysis and Item Response Theory & Test Construction
Session 8 Oct 24	IN CLASS: Mid-term exam
Session 9 Oct 31	Psychometrics of Intelligence Testing and the WAIS-IV & Test Biases and the WAIS-IV
Session 10 Nov 7	IN CLASS: Oral Presentations
Session 11 Nov 14	SPSS Day
Nov 21	No Class (CCNY Follows Friday Schedule)
Session 12 Nov 28	Alternatives to Self Report in Research Designs & Threats to Psychometric Quality
Dec 5	No Class (Ph.D Program Research Day)
Session 13 Dec 12	Pulling it all together: In class activity
Have a wonderful (and much deserved) Winter break!	

Assignment Due Dates at a Glance

Identify a test for future assignments	9/26/17 (Make sure you can obtain a copy)
In Class Test Administration	10/10/17
Midterm Take Home Exam	10/24/17
Oral Presentation	11/7/17
Final Paper Due	12/7/17

Calendar of readings and assignments

Date	Topic	Reading due	Assignment due
Week 1 Aug 29	Introduction to course		
Week 2 Sept 5	Relevant history and 'why test?'	Begin researching possible tests to use for the final project	
Week 3 Sept 12	The Importance of Psychometrics and Psychological Measurement & Social, Ethical and Legal Issues in Testing, Basic Concepts in Measurement	American Psychological Association, <i>Ethical Principles of Psychologists and Code of Conduct, Section 9. Assessment</i> Furr, Chapter 1 (Psychometrics and the importance of psychological measurement), Chapter 2 (Scaling), Chapter 3 (Individual differences and correlations)	
Sept 19	No class (CCNY Follows Thursday Schedule)		
Week 4 Sept 26	Reliability and Classical Test Theory	Furr, Chapter 5 (Conceptual Basis), Chapter 6 (Empirical Estimates of Reliability)	Identify the test you will use for future assignments (be sure that you can obtain a copy as well as necessary scoring information)
Week 5 Oct 3	Validity and Generalizability Theory	Furr, Chapter 8 (Conceptual basis), Chapter 9 (Estimating and evaluating convergent and discriminant validity) [SKIM], Chapter 12 (Generalizability theory)	
Week 6 Oct 10	Test administration	Continue reading about the test you've chosen for the final project	Bring copies of your test to class
Week 7 Oct 17	Factor Analysis, IRT, & Test Construction	Furr, Chapter 4 (Test dimensionality and factory analysis) and Chapter 7 (The importance of reliability)	
Week 8 Oct 24	Midterm		
Week 9 Oct 31	Psychometrics of intelligence testing and the WAIS-IV	WAIS-IV (2008). <i>Administration and Scoring Manual</i> . San Antonio: NCS Pearson WAIS-IV (2008). <i>Technical and Interpretive Manual</i> . San Antonio: NCS Pearson	
Week 10 Nov 7	Presentation		Email Professor presentations by 9AM
Week 11 Nov 14	SPSS Day	SPSS Guide	Meet in small groups to run analyses for final paper.
Nov 21	No Class (CCNY Follows a Friday Schedule)		
Week 12 Nov 28	Alternatives to Self Report in Research Designs & Threats to Psychometric Quality	Furr, Chapter 10 (Response bias), Chapter 11 (Test bias) Ekman, P. (1993). Facial expression and emotion. <i>American Psychologist</i> , 48(4), 376-379. Greenwald, A.G., Poehlman, T.A., Uhlmann, E.L., & Banaji, M.R. (2009). Understanding and using the Implicit Association Test: III. Meta-Analysis of Predictive Validity. <i>Journal of Personality and Social Psychology</i> , 97(1), 17-41. Mehl, M.R. & Pennebaker, J.W. (2003) The social dynamics of a cultural upheaval: Social interactions surrounding September 11, 2001. <i>Psychological</i>	Oral Presentations

		<i>Science, 14(6), 579-585</i>	
Dec 5	No class (Ph.D. Program Research Day)		
Dec 12	Pulling it all together: In class activity		Email Professor Final Paper by 5PM.

Final Test Critique due by 5PM December 12, 2017