PSYC-421-701: Psychological Tests and Measurements (ONLINE COURSE)

Instructor Information

Professor: Dr. Eunyoe Ro (ero@siue.edu)

- Virtual Office Hours: Book time with Ro, Eunyoe: Summer Office Hours • This link will expire on: August 11, 2025
- Virtual office hours will be held via TEAMS. Please sign up for a meeting using the link above. I am also happy to schedule a virtual meeting with you outside of my office hours if needed. Just email me to request a meeting.

Course Description:

Welcome to Psychological Tests and Measurements! Here are a few things you need to know about this class.
- This is an ONLINE course, that is, all activities will occur via Blackboard.
- This is a 3 credit-hour course designed to provide students with an introduction to the field of psychological testing and assessment. The course will cover topics such as (1) history of psychological testing, (2) basic psychometric concepts (e.g., reliability, validity) and the functional considerations of psychological testing (e.g., development, administration), (3) skills to evaluate psychological tests and instruments, and (4) various psychological tests used in the field. Finally, I hope the process of planning and writing the course-relevant papers and assignments will help students develop their professional writing skills.
- Learning activities will include online lectures, quizzes, and homework assignments. All online course material can be found on Blackboard.

Helpful Information:
- **If you encounter technical issues, please contact the ITS Help Desk first.**
  - **PHONE:** 618-650-5500
  - **EMAIL:** help@siue.edu

- **This course has a GENERAL Discussion Board Forum (go to BB Discussion), in addition to class topic discussion forums.**
  - **You can post specific inquiries about the course (e.g., schedule, course content, assignments, etc.) here.**
  - **You may create your own thread if you wish!**
  - **I will be subscribing as well and provide answers as needed.**
  - **Please subscribe to this discussion board! This way you can follow commonly asked questions and answers. (TO SUBSCRIBE: click on "General Discussion Board" forum and then click on "Subscribe" gray tab). You will receive emails when something has been posted.**

Minimum Technical Skills:
- Opening files from Blackboard.
- Creating Microsoft word files and uploading them to the computer.
- Using Blackboard features such as Discussion Board and uploading papers to Assignment folders.
- Information about technical support is available via the following web site: http://www.siue.edu/its/bb/

Required Material:

Cohen, R. J. & Swerdlik, M. E. (2017). *Psychological testing and assessment: An introduction to tests & measurement (9*th ed.). New York: McGraw Hill.

Course Goals and Objectives:

Learning Goals	Objectives	Learning Activities
Goal 1: Learn the characteristics and the history of psychological testing.	**Objective 1.1**: Describe the basic characteristics of psychological testing and their meanings as it applies to the real world.	Quizzes, Lectures & Discussions
	Objective 1.2: Understand how psychological tests have developed over time and describe tests with historical meaning.	Quizzes, Lectures & Discussions, Homework
Goal 2: Understand basic psychometric concepts, such as reliability and validity.	**Objective 2.1**: Understand and explain the basic psychometric concepts.	Quizzes, Lectures & Discussions, Homework
	Objective 2.2: Explain how the psychometric concepts are applied to psychological tests' development.	Quizzes, Lectures & Discussions, Homework
Goal 3: Learn how to evaluate the psychometric properties of psychological tests and assessments.	**Objective 3.1:** Learn to discriminate between psychometrically strong vs. weak tests.	Quizzes, Lectures & Discussions, Homework
	Objective 3.2: Explain the rationale behind why a psychological test may be strong vs. weak.	Quizzes, Lectures & Discussions, Homework
Goal 3: Gain knowledge of common psychological tests used in the field.	**Objective 3.1**: Describe tests that are used in various psychology fields.	Quizzes, Lectures & Discussions, Homework
	Objective 3.2: Understand empirical bases for development of such tests.	Quizzes, Lectures, Homework

Learning Activities and Points in Class

(0) Lecture/Video Links: The video links for all the lectures are posted in Blackboard. I may lecture more on some videos than others. Some material of this course is relatively easy to understand by reading the textbook (e.g., history of psychological tests) and I think me regurgitating textbook material in a video may be a waste of your time and mine. However, other material (e.g., reliability, validity, test development) do require explanations. Therefore, for lectures related to the former material, I will provide you with slides but maybe only lecture on just a few slides. For lectures related to the latter material, I may talk more in the lecture and provide explanations. I hope the fact that this course has varying amount of lecture depending on the topic makes sense.

(1) Syllabus Quiz (0 points)

- There will be a syllabus quiz.
- This isn't a graded activity; however, you cannot view the class content until you pass the syllabus quiz with a perfect score.
- You will be given 3 attempts.
- You must finish the quiz in one sitting.
- You are given 5 minutes to answer the questions.

(2) Quiz (200 points)

- There will be a quiz each week, which you should take after studying that week's material.
- Each quiz will be 50 points and will add up to be 200 points (50 points x 4 weeks).
- Each quiz has 20 questions (worth 2.5 points each).
- Not everyone receives the same questions.
- This is an open-book exam but time limited (40 minutes).
- You must finish the quiz in one sitting.
- **You MUST take the test by the Sunday of each week (i.e., before 11:59pm Sunday each week).**
- **You CANNOT make up a missed quiz. Therefore, please plan accordingly.**
- **PLEASE contact me before you request ITS for any test resets. If you reset a test without my permission, I will deduct 10 points off of each test you've done so.**

(3) Homework 1 (10 points: Due Week 1 Saturday 11:59pm)

For this homework assignment, you will be watching a YouTube video and write a reaction paper. This is an old video (1997) but has important information about testing and I think it is a good introduction to understanding psychological testing.

Please submit Homework 1 via an Assignment folder in Blackboard (Please see Week 1 folder).

The video link: https://www.youtube.com/watch?v=EmrLnpCUJJE

Homework 1 Grading Criteria
- Please write two important things you've learned from the film (3pts). Please CLEARLY state which is your first important point and which is the second.
- Please explain why you think the two things you listed above would be important to know (3pts). Please CLEARLY indicate which is explaining the first and which is explaining the second point.
- Please provide one potential discussion question that you would like to discuss with other students (2pts).
- Writing quality (2pts)
- General Information
  - 1-2 pages max. No spacing requirements.
  - You don't have to cite/reference the videos.
  - Late papers will receive a 2-point deduction per day.

(4) Homework 2: Test Development Part 1 (Draft: 10 points DUE Week 2 Saturday 11:59pm; Final version: 50 points DUE Week 5 Saturday 11:59pm)

Please submit Homework 2 (both the draft and final version) via Assignment folders in Blackboard (please see corresponding weeks' folders).

Your draft and final versions of the homework should include below information. The draft will be graded for overall quality (0 ~ 10 points) and the final version will be graded according to the below criteria:
  (1) You are developing a psychological test. Please name and define the psychological construct of your measure (10 points).
  (2) List the names of existing measures of the construct (10 points).
  (3) Rationale for measure development (10 points). Why do we need a new measure (i.e., your measure)?
  (4) Describe your measure's format (self-report, interview, etc.) and the number of items (10 points). * Please attach your sample items (I only need to see 5 items) at the end of the paper.
  (5) Writing quality (5 points).
  (6) APA style (5 points).

I do not have page limits for the draft or the final draft. No spacing requirements either. However, please use a 12-point font. Please provide in-text citations whenever needed (no need to cite lecture slides, however) and references using the APA 7th Edition style. Late DRAFTS will receive a 2-point deduction per day. For the FINAL version, NO LATE PAPERS will be accepted.

(5) Homework 3: Test Development Part 2 (<u>Draft</u>: 10 points DUE Week 3 Saturday 11:59pm; <u>Final version</u>: 50 points DUE Week 5 Saturday 11:59pm)

Please submit Homework 3 (both the draft and final version) via Assignment folders in Blackboard (please see corresponding weeks' folders).

Your draft and final versions of the homework should include below information. The draft will be graded for overall quality (0 ~ 10 points) and the final version will be graded according to the below criteria:

(1) Provide specific reliability coefficients that you will be examining for your measure and the meaning of the reliability coefficients (10 points). You must discuss MORE THAN ONE reliability coefficient.

(2) Provide specific validity coefficients that you will be examining for your measure and the meaning of the validity coefficients (10 points). You must discuss MORE THAN TWO validity coefficients.

(3) Explain what results you hope to see in order to state that your measure has good reliability (10 points). Please use ONE reliability coefficient as an example. Below are a couple of examples:

    a. For internal consistency alpha, I expect to see a coefficient in .xx – .xx range because ~.

    b. For test-retest reliability across 2 weeks, I expect to see a correlation coefficient in xx – .xx range because ~.

(4) Explain what results you hope to see in order to state that your measure has good validity (10 points). Please use TWO validity coefficients as examples. Below are a couple of examples:

    a. For convergent validity, I will correlate my measure with a personality disorder measure and run Pearson's correlations. I expect to see a correlation coefficient in xx – .xx range because ~.

    b. I will run a factor analysis of my measure. It will be exploratory, and I expect to see x number of factors because ~.

(5) Writing quality (5 points).

(6) APA style (5 points).

I do not have page limits for the draft or the final draft. No spacing requirements either. However, please use a 12-point font. Please provide in-text citations whenever needed (no need to cite lectures, however) as well and references using the APA 7th Edition style. <mark>Late DRAFTS will receive a 2-point deduction per day. For the FINAL version, NO LATE PAPERS will be accepted.</mark>

(6) Homework 4: Examining A Widely Used Psychological Measure (NO draft needed; <u>Final version</u>: 50 points: Due Week 5 Saturday 11:59pm)

Please submit Homework 4 via Assignment folder in Blackboard. <u>You can choose ONE of the two topics below for your paper.</u>

<u>Topic 1:</u>
Based on the construct that you used for your Homework 2 and 3 assignments, what is the most widely used measure/test of the construct (look at your answer for Homework 2 question (2))? Please use empirical articles to provide evidence for its psychometric soundness. You need to cite and reference 3-5 research articles/books/manuals for this homework.

Topic 2:

Based on your reading of textbook chapters 9-15, pick one widely used psychological test of your interest. Please use empirical articles/ test manuals to provide evidence for its psychometric soundness. You need to cite and reference 3-5 research articles/books/manuals for this homework.

Your final version of the homework will be graded according to the below criteria:
    (1) Clearly state the name of the test that you are investigating and some information about the test (e.g., construct, format, usage, etc.) (10 points).
    (2) Provide 1-2 pieces of evidence for solid reliability (15 points).
    (3) Provide 2-3 pieces of evidence for solid validity (15 points).
    (4) Writing quality (5 points).
    (5) APA style (5 points).

I do not have page limits for the final draft. No spacing requirements either. However, please use a 12-point font. Please provide in-text citations whenever needed (no need to cite lectures, however) and references using the APA 7th Edition style. <mark>NO LATE PAPERS will be accepted.</mark>

Final Grade

All Possible Grades:
        Syllabus Quiz = 0
        Lecture Quizzes = 200 (50 points x 4)
        Homework 1 = 10
        Homework 2 and 3 Drafts = 20 (10 points x 2)
        Homework 2, 3, and 4 Final Versions = 150 (50 points x 3)

        TOTAL = 380 points

        FINAL GRADE:
          A = 90% or above; B = 80% or above; C = 70% or above; D = 60% or above; F = below 60%

General Classroom Rules and Expectations:
- You have to regularly check your SIUE email (i.e., once a day).
- You will be using a number of Blackboard tools for this course, such as assignment folder and discussion boards.
- General rules for using Discussion Board
    a. Your posts will be easier to read if made short and to the point.
    b. *Asterisks* or "Quotation Marks" surrounding a word can be used to make a stronger point.
    c. Be careful when using humor (or sarcasm) online. Please remember that other people cannot read your facial expression. Using emoticons appropriately might help convey emotional tone of your post ☺.
    d. TYPING EVERYTHING IN CAPS IS CONSIDERED SHOUTING ONLINE.

Technology requirements
Technical requirements for students can be found in this [ITS KnowledgeBase article](#).

Technology capabilities
Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code (3C2)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Statement regarding AI use. Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

This class's policy regarding GenAI use is Level 0, which means that students cannot use Gen AI: Students should create their own, original work without the use of GenAI (e.g., ChatGPT, DALL-E, Gemini, etc.) for any manner. For the explanation on different levels, please visit: https://prodev.illinoisstate.edu/ai/usage/

For example, the following actions are prohibited in this course:
- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. Unauthorized and unattributed use of online

Department of Psychology Statement on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Diversity and Inclusion
SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated.

The Inclusive Excellence, Education, and Development Hub is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of EOA/Title IX Coordination (618) 650-2333 or eoa-titleix@siue.edu.

Pregnancy and Newly Parenting Policy
This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information
We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations
Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services
As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](#) or by calling [618-650-2842](#).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](#) or at [help@siue.edu](#) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Class Schedule
** May be subject to change based on instructor's discretion.

WEEK 1 (6/2-6/8)

This first week, our learning goals are to understand the following: (1) What is a psychological testing and assessment?; (2) General history of testing; and (3) Reviewing statistical concepts relevant to psychological testing.

Learning activities:
1. Watch lecture videos and take a quiz (All due by the end of the week, i.e., SUNDAY).
2. Homework 1: Watch video (TESTING, TESTING, and TESTING) and submit a reaction paper (DUE SATURDAY)

Topics	Readings	Assignments
o Psychological Testing / Assessment o History and Overview o A Statistics Refresher o Testing Assumptions	Textbook Ch 1, 2, 3, 4	• Quiz (Must be taken by Sunday!) • Homework 1 (Due Sat)

WEEK 2 (6/9-6/15)

This week, you will learn about the concept of reliability and validity. What is a reliable and valid measure? What are various indices for reliability and validity?

Learning activities:
1. Watch lecture videos and take a quiz (All due by the end of the week, i.e., SUNDAY).
2. Homework 2 Draft (DUE SATURDAY).

Topics	Readings	Assignments
• Reliability • Validity	Textbook Ch 5 & 6	• Quiz (Must be taken by Sunday!) • Homework 2 Draft (Due Sat)

WEEK 3 (6/16-6/22)

This week, you will learn about test development and engage in activities associated with developing a test.

Learning activities:
1. Watch lecture videos and take a quiz (All due by the end of the week, i.e., SUNDAY)
2. Homework 3 Draft (DUE SATURDAY).

Topics	Readings	Assignments
• Test Development • Intelligence Testing (9) • Education Assessment (10)	Textbook Ch 8, 9, 10	• Quiz (Must be taken by Sunday!) • Homework 3 Draft (Due Sat)

WEEK 4 (6/23-6/29)

You will learn about real life psychological tests and measures this week. You will also practice critically evaluating psychometric properties (e.g., reliability and validity coefficients) of a widely used measure of your choice.

Learning activities:
(1) Watch lecture videos and take a quiz (All due by the end of the week, i.e., SUNDAY).
(2) Decide upon a widely used test that you will use to complete Homework 4 next week! No need to submit anything to me but you can certainly ask questions ☺.

Topics	Readings	Assignments
• Personality Assessment (11,12) • Clinical/Counseling/Neuropsych-ological Assessment (13,14)	Textbook Ch 11, 12, 13, 14	• Quiz (Must be taken by Sunday!)

WEEK 5 (6/30-7/6)

During this final week, you will wrap up your homework projects.

Learning activities:
(1) No quiz for this week. Please continue working on your papers. I can schedule zoom meetings, in addition to the regular office hours, to answer any questions about your paper.
(2) Submit FINAL versions of your Homework 2, 3, and 4 (DUE Saturday).

Topics	Readings	Assignments
• Continued from the previous week.	No new readings.	• Homework 2, 3, and 4 FINAL versions (Due Sat)