

Assessment & Measurement Knowledge
PSY 610, CRN: 35831
Spring 2023
LECTURE & DISCUSSIONS: Wednesdays, 10:00 am – 12:00 pm
SKILLS LAB: Wednesdays, 3:00 pm – 5:30 pm

Contact info: David Condon, email: dcondon@uoregon.edu, office: Straub 323, lab: Straub 417
Office Hours: Thursdays from 11:00 am to 1:00 pm, but please try to let me know in advance. I am also happy to meet at other times, whether by appointment or without. I typically work in Straub all day, on most days, and I do not mind being interrupted without an appointment.

Contact info: Ruby Cuellar, email: rcuellar@uoregon.edu
Office Hours: by appointment.

Course Description

This course aims to provide an overview of foundational topics in psychological measurement and assessment, with a special focus on clinical assessment. To achieve this, we will integrate modern perspectives on the utility of measurement and assessment (in both applied and research settings) with the historical and methodological perspectives that informed the development of instruments that are now commonly used. Along the way, we will consider (1) how to evaluate assessment tools based on the procedures used during their development, (2) the rationale for using (and selecting among) instruments based on the aims of assessment, including ethical and multicultural considerations, (3) how to evaluate evidence of an instrument's psychometric properties. Students will be evaluated on the completion of several graded assignments and one pass/no pass assignment.

Importantly, clinical students will also gain experience administering various tests in the weekly Skills Lab. At least 3 of the APA core competency benchmarks indicating "Readiness for practicum" will be addressed by the topics of this course:

- Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing.
- Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models, and techniques.
- Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others.

Course Materials and Website

Please check the Canvas site frequently for updates, announcements, and information about the course. **The syllabus will be updated throughout the term as needed given the pace of the course or revisions to the additional reading material.** Changes will be announced when they occur (and will be kept to a minimum) but it's a good idea to check Canvas regularly. Here's the link: <https://canvas.uoregon.edu/courses/221699>

There is no required textbook for the course. The required readings will be posted on Canvas (as PDFs/doi links), as will a complete list in the file labeled 'Required Reading List' – I recommend consulting this before you get going on the readings each week. The readings are a mix of theoretical and empirical articles from peer-reviewed psychology journals, chapters from books, and a few other sources. Students are expected to complete all assigned readings before the class meeting for which they are assigned (more info about assignments is given in the next section).

Note that prior versions of this course have recently required or recommended the two texts listed below. Both are excellent, and I think a strong argument could be made for purchasing either (or both!) as reference texts, especially for those students pursuing clinical training. Of course, they are expensive.

Sattler, J. M. (2018). *Assessment of Children: Cognitive Foundations* (6th ed).

Flanagan, D. P. & Harrison, P.L. (2018). *Contemporary Intellectual Assessment: Theories, Tests and Issues*, 4th. ed. The Guilford Press, Spring Street, NY.

Then, several reference texts will likely be useful for many of you at various points during and after the course. If you would like to have (limited) access to any of these, let me know.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. Washington, DC: American Psychiatric Association. Retrieved from: <https://researchguides.uoregon.edu/c.php?g=360312&p=2433448>

American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/>

American Psychological Association. (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>

WAIS-IV Technical and Interpretive Manual

WISC-V Technical and Interpretive Manual

Course Components and Grading

The course has been structured to include three components: (1) measurement knowledge (MK), (2) assessment content (AC), and (3) skills lab (SL). Each week, a portion of the class will be devoted to one or more topics relating to each component, and students will generally (but not always) be expected to complete some prep work for each component as well. For example, for the 2nd class meeting, students will be assigned reading material about (1) measurement knowledge topics that were introduced in Week 1 and (2) assessment content that will be discussed in class in Week 2. For many weeks, students will also be assigned readings or other preparatory assignments for the Skills Lab.

The table below shows the grade weights (% of total grade) for the various course components. Each of the assignments are described further below.

	<u>% of total</u>
Assignments related to the readings (several)	25%
Student-led presentation & discussion of AC reading (1)	15%
Reflection paper	20%
Final exam	20%
Engagement (including in the Skills Lab)	20%

Based on the weights above, final grades will be assigned as follows:

93-100% A	83-86% B	73-76% C	63-66% D
90-92% A-	80-82% B-	70-72% C-	60-62% D-
87-89% B+	77-79% C+	67-69% D+	0-59% F

Please see the guidelines on the Psychology Department's website for a description of the type of achievement that each grade signifies:

<https://psychology.uoregon.edu/courses/department-grading-standards/>

Assignments related to the readings. Students will produce, on average, a total of 5 multiple choice questions about the required readings for each week. At least one question should relate to each of the **MK readings** (each week) and each question should have 5 possible response choices. For any given week, students can generate more or less than 5 questions in total, but the average should be 5 per week across the entire term. As long as the questions are of reasonable quality (i.e., difficulty), this portion of the course will be graded on the basis of completion.

Student-led presentation & discussion of AC reading. Everyone will lead one presentation and discussion of the AC reading(s) on one day of class. The presentation itself can be relatively brief (~10 minutes) and should focus on promoting a generative discussion of the material. While you are encouraged to draw on topics from outside the readings (i.e., from other source material or personal experience) if you like, others in the class should not be expected to do additional reading. The purpose of this aspect of the course is for you to gain some deeper knowledge of assessment-related topics, hopefully one that is of personal interest to you. (If none of the topics are particularly interesting to you, let me know – there may be some opportunity to alter the syllabus a bit.)

Reflection paper. This assignment has a fixed structure though the topical focus is (somewhat) flexible. The paper should be a thoughtful commentary with APA-style formatting and references on a measurement/assessment topic of interest to the author. It is *not* necessary or even expected that papers will provide an exhaustive review or novel insights, nor do the papers need to be lengthy. Instead, the goal is to provide an opportunity for students to formulate a more thoroughly informed opinion about a specific aspect of this course. One suggestion is to consider the idea that clinical assessments represent a paradox for many – a necessary but highly flawed (and easily misused) tool. A second suggestion would be to reflect on the ways that the author's views on clinical assessment may be shaped by their (emerging and ongoing) self-awareness of identity dimensions (e.g., using a perspective such as the ADDRESSING framework). **Students are strongly encouraged to discuss their plans for this assignment with the instructor before writing the paper.**

Final exam. The final exam will be in-person and based on MK and AC material covered throughout the term. As this exam is intended to help students consolidate and reinforce the main ideas introduced in the class, students who keep up with the readings and discussions should expect to do well on the exam. (We'll talk more about this as the end of the term approaches.)

Engagement. As you know, there is plenty of evidence suggesting that engaging with the course material improves learning and retention. You will understand the material better and remember it longer if you engage in active reading of the assignments, come to class prepared, and participate in group discussions. I will have discretion over this portion of your final grade, but the main criterion for success is regular attendance and demonstrated effort to be a respectful and active participant in our discussions.

Classroom Climate and Discussion Guidelines

A core value in academia is the free and candid exchange of ideas. To uphold this value, we must make sure that everyone in this class (students and instructor alike) has the opportunity to offer opinions, hear one another's opinions, and make arguments and challenge ideas. That is only possible in an environment of mutual respect. My teaching style does not overemphasize formality or hierarchy, as I view graduate students as junior colleagues in the process of becoming peers. At times students will disagree with each other and/or with me. All of this can be consistent with, and even promote, the high value I place on intellectual exchange, humility, and mutual respect.

I also recognize that we're a group with diverse backgrounds and experiences, and the subject matter of this course will inevitably touch on the lived experiences of people in the class. If you do not feel comfortable participating in class discussions or believe there is more we can do to promote a more effective learning environment, please come talk to me – no matter what the concern. I will always listen to your concerns with respect and open minds, and adjust the course as appropriate (i.e., assuming I can do so in a way that is likely to further promote the free and candid exchange of ideas). Specific guidelines for discussion are posted on Canvas. I expect you to read them over and follow them; please let me know if you have any questions.

Important Policy Information

This section includes information about several policies that are important for this course. **Please note that there is also a resource on Canvas titled "University Policies" – in the event of any discrepancies between the content below and the policies listed there, the policies on Canvas will take precedence.** Please review these materials on your own and let me know if you have questions.

Academic Integrity:

Students are expected to comply with university regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the university web site. Academic dishonesty includes but is not limited to cheating on an exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student's

paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment (at a minimum). Other penalties may also apply. For more information, visit: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Access and Accommodations:

In compliance with University of Oregon policy and equal access laws, we are available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first two weeks of the quarter (except for unusual circumstances) so arrangements can be made. Any student requesting accommodations related to a disability or other condition should request that a counselor at the Accessible Education Center send a letter verifying your disability and needed accommodations. They can be reached at uoaec@uoregon.edu (telephone: 541-346-1155). All information will remain confidential. For a list of resources provided by the Accessible Education Center, please see: <https://aec.uoregon.edu/>

Diversity:

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the university community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it of others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

English as a Second Language:

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please let us know as soon as possible to make any necessary arrangements.

Religious Holidays:

In accordance with University of Oregon policy, students who need to be absent from a class for religious obligation or observance reasons must make arrangements in advance using the Student Religious Accommodation Request Form. We are willing to waive the form but still need to be notified by the end of the second week of the term. For more information, see:

<https://registrar.uoregon.edu/calendars/religious-observances>

Mandatory Reporting of Child Abuse and Neglect:

UO employees (including faculty, staff, and TAs) are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Course Schedule

Note: Readings are posted on Canvas (<https://canvas.uoregon.edu/courses/221699>).

	Topics (introduced)	Readings (done before class!)*	Skills Lab Activity
Wk 1 (4/5)	Orientation MK: Background: History & Phil of (Psych) Science AC: None	MK: None AC: Bornstein (2017); Youngstrom (2015)	No lab! Please use the time to independently review the APA Guidelines for Psychological Assessment & Evaluation (2020)
Wk 2 (4/12)	MK: The Role of Qualitative Data in Measurement AC: WAIS	MK: <i>Meehl (1978)</i> ; Fried (2020); Yarkoni (2020); <i>Smaldino (2020)</i> ; <i>Bailer-Jones</i> (2002) AC: Wasserman (2018)	WAIS practice, part 1
Wk 3 (4/19)	MK: Quantification (Traits & Latent Variables) AC: Clinical vs Statistical Prediction	MK: Dragostinov (2022); Gucciardi (2008); Salsman (2018) AC: Dawes (1994); Dawes (1989); Meehl (1986); Sarbin (1986)	WAIS practice, part 2 WAIS Scoring Exer pt 1 <i>(optional)</i>
Wk 4 (4/26)	MK: Sampling (<u>R</u> espondents & <u>C</u> onstructs) AC: Interpretation (Norming)	MK: Michell (2003) Spoto (2023) Simms (2019) AC: Kamphaus (2018) Farmer (2018)	WAIS practice, part 3 WAIS Scoring Exer pt 2 <i>(optional)</i>
Wk 5 (5/3)	MK: Dimensionality AC: “g”, “p”, & General Factor Concerns	MK: (optional) Sampling Reference Kievit (2013) Schroeders (2020) AC: Watts (2019) Kovacs (2019)	Full mock WAIS

* Italicized readings can be skimmed for major take-aways. These readings are assigned to make you aware of the authors’ arguments so you can return to them later (as needed).

	Topics (introduced)	Readings (done before class!)*	Skills Lab Activity
Wk 6 (5/10)	MK: Replication, Confirmation & Invariance AC: WISC	MK: Del Giudice (2021) Watts (2023) AC: Raiford (2018)	WISC practice, part 1 WISC Scoring Exer pt 1 <i>(optional)</i>
Wk 7 (5/17)	MK: Scoring (CTT & IRT) AC: Interpretation (Cultural Concerns)	MK: Fried (2022) AC: Ortiz (2018)	WISC practice, part 2 WISC Scoring Exer pt 2 <i>(optional)</i>
Wk 8 (5/24)	MK: Reliability AC: TBD	MK: De Champlain (2009) Thomas (2011) AC: TBD	Full mock WISC WISC Scoring Exer pt 3 <i>(optional)</i>
Wk 9 (5/31)	MK: Validity & Generalizability (Pt 1) AC: Mem & EF Assessments; MCI & ADRD	MK: Revelle (2019) <i>DeVries (2016)</i> AC: Lonie (2009) Rodriguez (2020)	Memory & Executive Functioning Assessments
Wk 10 (6/7)	MK: Validity & Generalizability (Pt 2) AC: Personality & PDs	MK: The generalizability crisis (2022) AC: Clark (2022) Williams (2019)	Personality: PAI & MMPI
Finals Week	Our exam slot is scheduled at Monday, June 12 @ 10:15 am		

* Italicized readings can be skimmed for major take-aways. These readings are assigned to make you aware of the authors' arguments so you can return to them later (as needed).