

Please read chapters 1, 2, 3, 4(75-86), and 5 for the first night of class!!!

## Psychological Assessment

### *SYLLABUS*

PSY 2209  
Spring 2010, Term I  
Mon 6-10:15, as well as  
Sat 2/27 10-2:15

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#### **Course Text:**

Aiken, L.R. & Groth-Marnat, G. (2006) *Psychological Testing and Assessment, 12<sup>th</sup> ed.*  
Boston: Pearson Educational Group, Inc.  
(Other readings to be placed on reserve in the library as needed)

#### **Course Objectives**

This course provides a basic but thorough introduction to the issues and methods involved in the construction and validation of tests generally, knowledge which can be of value to anyone who may go on to be involved in anything from classic psychological assessment in therapeutic settings to the evaluation of individuals, groups and/or programs in virtually any setting or endeavor e.g. corporations, legal/forensic settings, schools, political or marketing campaigns, non-profit institutions, etc. We will also look at the major types of psychological tests, and explore some of the specific tests most used by psychologists. The specific learning outcomes include the following:

- 1) Understanding the major techniques of assessment, and types of tests, including
  - a. Behavioral observation techniques and interviews
  - b. Objective tests e.g. MMPI
  - c. Projective tests e.g. Rorschach
- 2) Mastering the basics of psychometric theory, including
  - a. Methods of test construction
  - b. Reliability assessment
  - c. Types and evaluation of test validity
- 3) Developing an understanding of and familiarity with (through theory and demonstration) some of the most widely-used tests for the assessment of the following:
  - a. Personality traits & Psychopathology
  - b. Values, attitudes, and vocational interests
  - c. Cognitive and intellectual functioning

**Course Grading:** Grading will be based upon the following:

Class Participation	10%
Midterm	30%
Paper & Presentation (10 pages)	30%
Final	30%

The midterm, the final, and the paper will be graded using the following system:

A+	4.3	A	4.0	<i>PLEASE NOTE: Final Course Grades of A+ and A will both equal 4.0, by university grading policy</i>
A-	3.7	B+	3.3	
B	3.0	B-	2.7	
C+	2.3	C	2.0	
C-	1.7	Etc.		

Those three grades will be averaged to produce the final class grade. Class participation will be used to resolve any “ambivalent scores” e.g. a grade average of 3.15 could be a B+ with good participation and a B, otherwise.

The midterm and final will be short-answer essay. The APA-style paper and presentation will involve either (1) a literature review on one particular psychological measure: its use, construction, reliability, validity, etc., or (2) a review of psychological measures on one particular construct, e.g. depression, memory, etc. **Paper topic must be approved in advance by the instructor.**

### **Instructor:**

*Jean Nyland is a professor of psychology at Notre Dame de Namur University and Director of the Evening Psychology Program. She gained her B.A. in Psychology and English from the University of Oregon, M.A. and Ph.D. degrees in clinical psychology from the University of Hawaii (in an APA-accredited, scientist-practitioner Clinical Studies Program), and an M.A. in English from the University of California, Berkeley (doing her thesis on psychological development in Shakespeare’s women). She has been teaching since 1976. After receiving her Ph.D in 1981, she opened a private practice in Honolulu, and taught at Chaminade University of Honolulu, as well in the Women’s Studies Program at the University of Hawaii. Subsequently, she held the position of Chief Psychologist of The Queen’s Medical Center, the major teaching hospital of the UH Medical School. In that position, she taught and supervised both graduate psychology interns and psychiatry residents, developed and co-directed a state-of-the-art Anxiety Disorders Program, developed and directed an interdisciplinary Assessment Center, as well as assessing and treating both outpatients and inpatients. After moving to the Bay Area in 1988, she decided she was meant to be an academic after all, and began teaching full-time at Notre Dame. She briefly served as a dramaturge at the California Shakespeare Festival (2001 and 2002 seasons), and now occasionally co-leads Stanford Travel/Study Courses e.g. Suitcase Seminar (Morocco), Oregon Shakespeare Festival (Ashland) with her husband Abbas Milani (formerly Chair of History/Political Science at NDNU, currently Director, Iranian Studies Program, Stanford). She does research and publishes on psychological type, anxiety, and their interaction with, or effect upon, various*

*other variables, e.g. academic achievement. She also maintains a small private practice, specializing in anxiety, depression, and the tribulations and opportunities associated with the transition to middle age.*

## Course Calendar

Date	Topic	Reading
Monday Jan 25	Introduction to Assessment Psychometric Theory: Test Design Reliability and Validity <i>Demonstration of an assortment of measures (tests)</i>	Ch 1, 2, 3 Ch 4(76-86) Ch 5
Monday Feb 1	Projective Assessment <i>Demonstration: Rorschach, TAT</i> Review for Midterm	Ch 18
Saturday Feb 8	<b>Midterm</b> <i>Administer NEO-FFI</i> Vocational Assessment	Ch 12
Monday Feb 15	Attitudes and Values STUDENT PRESENTATIONS	Ch 13
Monday Feb 22	Personality Assessment (Overview) Checklists&Rating Scales Objective Personality Inventories STUDENT PRESENTATIONS	Ch 14 Ch 16 Ch 17
Saturday Feb 27	Intelligence Testing Cognitive Abilities STUDENT PRESENTATIONS Review for Final	Ch 7 Ch 8
Monday March 1	STUDENT PRESENTATIONS <b>Final</b>	