PSY 504: PSYCHOLOGICAL MEASUREMENT  
Summer 2017  
TUESDAY 3:00-6:00pm; Room TBD

Professor: Adam M. Volungis, PhD, LMHC  
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Phone: 508-767-7647  
Office: Kennedy 134  
Office Hours: By Appointment

REQUIRED TEXT

COURSE DESCRIPTION
This course provides an introduction to the instruments and the methods used in the  
measurement and evaluation of the psychological characteristics of human beings, including  
elementary principles of statistical analysis.

COURSE OBJECTIVES
The following topics will be covered and discussed in-depth:
1. Nature and use of psychological tests for counselors
2. Historical antecedents of modern testing
3. Norms and the meaning of test scores
4. Reliability
5. Validity and item analysis
6. Selecting, administering, scoring, and communicating test results
7. Initial assessment techniques
8. Intelligence and general ability testing
9. Achievement and Aptitude testing
10. Assessment in career counseling
11. Measuring interests and attitudes
12. Appraisal of personality
13. Using assessment in counseling
14. Ethical, legal, and social/cultural considerations in testing

COURSE EXPECTATIONS
*Blackboard and e-mail:* Course announcements, assignments, and updates to the syllabus will  
be provided on Blackboard. This information will also be provided on my personal website:  
[http://dradamvolungis.com/](http://dradamvolungis.com/). Additional required readings and handouts will also be available on  
Blackboard and my personal website. Although I will also inform you of any such information  
in class, it is expected that you utilize Blackboard and check your e-mail to ensure that you are  
up to date with all class material and information (especially if you are absent). Lastly, you are  
strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and  
will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48
hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday may not get a reply until 10am Monday on some weekends). Finally, please e-mail me directly at am.volungis@assumption.edu; do not e-mail me ‘through Blackboard,’ as I do not check Blackboard for e-mail.

**Course Readings:** Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided on the course outline, you may be required to read supplemental materials to enhance existing readings.

**Lecture Notes:** Lecture notes will be posted on my website to help students focus on the content of the lecture. The notes contain blank spaces that need to be filled in according to the information provided in the lecture. Please print out a copy of the notes for each scheduled chapter beforehand and bring it to class. If you are absent for a lecture it is up to you to consult with your classmates for the missing information or look it up in the textbook. ***Please note that most lectures will be done in PowerPoint, but I will not post these lectures. This is done in the spirit of making sure you complete the readings prior to class and focus on your lecture notes while in class.***

**Attendance:** Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

**IMPORTANT NOTES**

**Academic Honesty:** Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as plagiarism (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. **I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.** For more information, please consult Assumption College’s Academic Honesty Police: [http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook](http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook) (p. 13).
**Students with Disabilities:** Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: [http://www.assumption.edu/academics/resources/disabilityservices](http://www.assumption.edu/academics/resources/disabilityservices). *Students with disabilities are encouraged to contact me with any questions.*

**Smart Phones/Cell Phones/Pagers/MP3 Players and the like:** All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

**Laptops in Class:** *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

**METHODS of EVALUATION**

1. **Midterm Exam (30%).** Each student is required to complete an in-class midterm exam covering their knowledge and understanding of the readings and class lectures from the topic “**Historical Antecedents and Principles of Assessment**” as outlined in the ‘Projected Course Outline’ below (5/23-6/13). **The date of this exam is 6/27.** It is reasonable to expect this exam graded and returned to students by 6/29 (two weeks).

2. **Psychological Assessment Review (10%).** Each student is required to complete one psychological assessment review. These reviews will be submitted to your professor and, once reviewed, made available to your peers. **These reviews are due on 7/25.** However, you are more than welcome to complete these reviews earlier than the due date. A separate handout describing this assignment in detail will be provided by the second or third week of classes. It is reasonable to expect this assignment graded and returned to students soon after final grades are due.

3. **Class Presentation (30%).** All students are required to participate in a small group class presentation covering a pre-assigned CBT assessment topic for a specific diagnosis. The class presentations will be completed at the end of the semester (8/1). A separate class handout describing this assignment in detail will be provided by the second or third week of classes. It is reasonable to expect this assignment graded and returned to students soon after final grades are due.
4. **Final Exam (30%)** Each student is required to complete a take-home final exam covering their knowledge and understanding of the readings and class lectures from the topic “Assessment Areas, Applications, and Issues” as outlined in the Projected Course Outline’ below (6/27-7/25) (and general integration of major themes from the midterm). **The due date for this exam is 8/4 (three days after our final class).** A separate handout for the take-home portion of the exam will be provided two weeks prior to the due date. **This exam is to be emailed to your professor at am.volungis@assumption.edu.** It is reasonable to expect this exam graded and returned to students soon after final grades are due.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.4</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.4</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**PROJECTED COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th><em>Topic/Assignment</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>5/23/17</td>
<td><strong>Historical Antecedents and Principles of Assessment</strong>&lt;br&gt;Introduction &amp; Review of Syllabus&lt;br&gt;Text Chapter 1 – Assessment in Counseling</td>
</tr>
<tr>
<td>5/30</td>
<td>Text Chapter 2 – Basic Assessment Principles&lt;br&gt;Text Chapter 3 – Reliability</td>
</tr>
<tr>
<td>6/6</td>
<td>Text Chapter 4 – Validity &amp; Item Analysis</td>
</tr>
<tr>
<td>6/13</td>
<td>Text Chapter 5 – Selecting, Administering, Scoring, and Communicating Test Results&lt;br&gt;Midterm Review</td>
</tr>
<tr>
<td>6/20</td>
<td><strong>Assessment Areas, Applications, and Issues</strong>&lt;br&gt;Text Chapter 6 – Initial Assessment in Counseling&lt;br&gt;Text Chapter 7 – Intelligence and General Ability Testing</td>
</tr>
<tr>
<td>6/27</td>
<td><strong>Midterm Exam</strong>&lt;br&gt;<em>Chapters 1-5</em></td>
</tr>
<tr>
<td>7/4</td>
<td><strong>INDEPENDENCE DAY</strong></td>
</tr>
<tr>
<td>7/11</td>
<td>Text Chapter 8 – Assessing Achievement &amp; Aptitude: Applications for Counseling&lt;br&gt;Text Chapter 9 – Assessment in Career Counseling</td>
</tr>
</tbody>
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**Right of Revision Statement:** As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Blackboard.

**LATEST REVISION: 5/25/17**