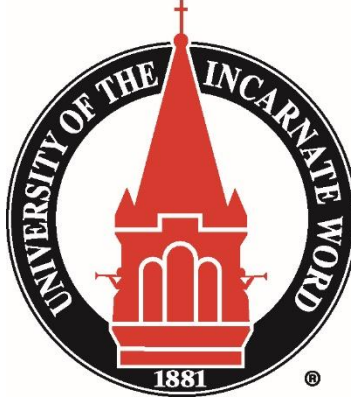**UNIVERSITY OF THE INCARNATE WORD**
School of Professional Studies

Syllabus/Course Outline (Spring I 2018)
PSYC 6373
Assessment and Testing in the Workplace

Instructor: Juan M. González, PhD, MPA, MA
Contact Information:
Email: jmgonza4@uiwtx.edu
Phone: 210-347-6445
Office Hours: Virtual; send email if you want to schedule a phone conference
Mode of Delivery: Online

Class begins on Monday, January 8, 2018
Class ends on Friday, March 2, 2018

UIW Course Description:
This course examines psychological assessment and testing as it is commonly utilized in the work environment. It includes principles of assessment interviewing, test selection, application, evaluation and report writing, as well as test construction and standardization. Topics include individual, group, organizational assessment and multicultural concerns (Credit 3 hours)

Context:
This is a graduate level elective course in the Industrial/Organizational Psychology concentration of the Master of Arts in Administration Program. *Prerequisites:* Graduate standing.

Learning Outcomes:
Upon completion of this course, the successful learner will demonstrate the following competencies:

One: Identify and perform appropriate assessment/testing using appropriate diagnostic tools.

Two: Describe individual differences that influence performance; e.g., what should be tested?

Three: Critically analyze and evaluate current research relevant to assessment and testing in the workplace.

Four: Summarize the rationale for conducting employee testing and assessment.

Five: Articulate the key strategic applications of assessment and testing in the workplace.

Six: Describe advances, trends and issues in the field of assessment and testing in workplace psychology.

Seven: Evaluate selected assessments designed for workplace application.

Eight: Demonstrate appropriate use of technology.

Resources:
Required Text:

Scott, J. C., & Reynolds, D. H. (Eds.). (2010). *Handbook of workplace assessment.*
        San Francisco, CA: Jossey-Bass.

Supplemental Resources:

Texts:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.).
        Washington, DC: American Psychological Association

Journals:
Academy of Management Review
American Psychologist
Applied Ergonomics
Cultural Diversity & Ethnic Minority Psychology
Current Directions in Psychological Science
Dispute Resolution
Human Factors
Journal of Applied Psychology
Journal of Industrial Psychology
Journal of Occupational Health Psychology
Journal of Organizational Behavior
Journal of Social Issues
Organizational Behavior and Human Decision Processes
Personnel Psychology
The Industrial-Organizational Psychologist
The Systems Thinker

Websites:

American Psychological Association: http://www.apa.org.
Psych Web: http://www.psychwww.com
Global Psych Institute: http://www.shef.ac.uk/uni/projects/ggp/index.html.
Pscycoloquy: http://www.princeton.edu/~harnad/psyc.html.
National Institute of Mental Health: http://www.nimh.nih.gov/home.html.
Society for Industrial and Organizational Psychology: http://www.siop.org.

Online assistance with APA style reflecting the 6th edition:

American Psychological Association: http://www.apastyle.org.
Purdue University: http://owl.english.purdue.edu/owl/resource/560/01.

Assessments:

Students are required to complete all assignments and submit them on or before the published due date.

Discussion Threads:

At least two questions will be posted for each learning unit. This requires a substantive, referenced written response with a minimum of **250** words as well as reading the writings of all other students and responding to at least of their primary postings. Additionally, you must read the writings of all other students and respond in a substantive way to at least two of their primary postings. Your responses should contribute scholarly to the discussion by challenging a position, providing additional support, or taking the debate in a new but reasonable direction. "Me too" responses are unacceptable; open dialogue creates an opportunity to engage with and learn from your fellow course participants. A time commitment of **7-9** hours per week is realistic for completion of coursework.

Each question set assigned will be worth 25 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings; that is, students' answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1.

For our purposes, the week will *begin on Monday and end on Sunday*. Ensure your responses are written in accordance to APA standards. Because this is a graduate course, I expect all DQ responses to be supported by current research, i.e. journal articles published within the last 10 years. **Twenty points** will be deducted from your weekly points if DQ responses do not use recently published journal articles for support. *An additional twenty points will be deducted from your weekly points if sources are not properly cited*. These sources should be integrated into your response, not simply placed in a sentence within the response.

Responses to discussion questions labeled as "Question 1" are to be submitted no later than 11:59 pm CST on Wednesdays. DQ1 answers posted after Wednesday will incur a 25 point deduction.

Responses to discussion questions labeled as "Question 2" are to be submitted no later than 11:59 pm CST on Fridays. DQ2 answers posted after Friday will incur a 25 point deduction.

Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

Ethics and Assessments Case Studies (due at the end of week five)

Read the three case studies taken from Hollis-Sawyer, Thornton, Hurd and Condon (2009). Choose one case study from the three listed in week 5's class notes folder. Consider and assess applicable ethical codes of conduct to I/O practitioners. Describe how such ethical codes are important in the assessment process; specifically, to planning and administering assessments plus providing feedback. Then apply these ethical codes to the case study you chose. What new thoughts have you developed regarding the testing process? How will you approach testing? The paper should be 2-3 pages, formatted according to APA standards, and include a minimum of three scholarly sources not provided by me.

Case Study Source:

Hollis-Sawyer, L., Thornton, G. C., Hurd, B., & Condon, M. E. (2009). Exercises in psychological testing (2nd ed.). Pearson Publishing.

Test/Assessment Review: (due at the end of week four)

For this assignment, you are to evaluate an assessment that would be appropriate for the organization you are reviewing for the final project. Describe the assessment, why you chose it, and evaluate it. Specifically, determine if the assessment has been empirically demonstrated to be valid and reliable. Describe the administration steps, the guidelines a test administrator should follow for the complete administration of the test (before, during and after the test). Specify whether certification or training is required. If so, how does a practitioner get the training? The final portion of the paper addresses how you would convince the client they need this particular assessment. By the end of this assignment, you should be quite familiar with at least this one specific assessment. This paper should be no more than 4 pages (excluding the title page and reference page) and formatted according to APA standards. Use a minimum of 3 scholarly sources (articles not provided by me). You are encouraged to use the Mental Measurements Yearbook available through the UIW library. This assignment will include a title page, no more than 4 pages of content, and the reference list; all written in Times Roman 12 point font, and be double spaced with 1" margins. The paper is deliberately limited to 4 pages to facilitate students' abilities to communicate complex ideas concisely and accurately. Going over the 4-page limit of content will result in an immediate deduction of 15 points.

Assessment Project: (Due at the end of week eight)

By week 2, you are to email me your chosen topic <u>with an outline</u> of what you expect to cover. This should address the assessment theories, concepts, and models you intend to explore and the workplace you will evaluate. You may use the following format for the outline to explain your intended points:

Topic Specified:

Main Point I
Subpoint A (source cited)
Subpoint B (source cited)
Main Point II
Subpoint A (source cited)
Subpoint B (source cited)
Main Point III
Subpoint A (source cited)
Subpoint B (source cited)
Conclusion

Develop an assessment strategy for an organization of your choosing. Preferably, this should be an organization with which you are familiar such as your current workplace or a former work environment. Presume you are an external consultant hired to help the organization with a particular assessment. You are to identify what the client's particular need(s) will be. It may include assessing junior managers for executive positions, developing an organizational culture, and/or developing a recruitment and retention strategy for veterans. Describe the process you would take, briefly explain the organization and its need.

You should consider the following questions when researching and writing your paper:

- How would you determine the organization's needs?
- What types of assessments would you recommend and select?
- How did you evaluate the assessments?
- How would you explain and determine the cost-benefit of the assessments to the organization's decision makers?
- How would you administer the assessments?
- How would you evaluate and report your results?
- What action planning steps would you incorporate into the process?

The paper will include a title page, abstract, and reference list – none of which count toward the page requirement. The paper will be written in accordance with APA style and should be approximately 15 to 20 pages in length. Use at least 12 scholarly references.

==Papers whose topics have not been approved will not be graded==. **Because papers are due on the last day of class, papers submitted after the NOON CST deadline will not be accepted or graded.** Papers will also be judged on the level of analysis (appropriate for graduate level), grammar, spelling, and adherence to these standards. **Failure to submit a paper results in a failing grade for this class.**

Note:

All written work must conform to current APA guidelines (12 inch font, Times Roman, 1" margins, double spaced) unless otherwise indicated.

Online Writing Center:

The Online Writing Center (OWC) was created to provide writing assistance to the students in the Extended Academic Programs. In addition to resources regarding writing skills and formatting that you can download from the website, the OWC provides access to writing tutoring. The tutors will answer questions regarding your writing, talk with you about strategies you can use to improve your writing and offer specific help with planning or revising your papers. For more information, take a look at the website. http://www.uiw.edu/owc/.

Grades:

30% of grade is based on course room discussions and responses to other students

25% of grade is based on end of semester project

20% of grade is based on Ethics Case studies

20% of grade is based on Test Assessment Review

5% of grade is based on updates to your project

University of the Incarnate Word Grading Scale:

The following grading system applies to courses taken for completion of graduate degree requirements:

"A" and "A-" indicate a superior grasp of the subject matter of the course, initiative and originality in assessing problems and ability to relate knowledge to new situations.

"B+" and "B" indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.

"B-" and "C" indicate less than satisfactory performance, and may disqualify the student for further study. See Continuation in the Master's Program (page 24) or Continuation in the Doctoral Program (page 27) and regulations of each degree program.

"F" indicates failure in the course or withdrawal without following proper procedures. See Continuation in the Master's Program (page 24) or Continuation in the Doctoral Program (page 27).

"IP" indicates that the student's achievement in the course has been satisfactory, but certain prescribed work is incomplete or the student was unable to take the final examination. A student needing an IP grade must complete an IP form and have that form entered into his or her file held by the Program Advisor. A student's registration will be blocked if she or he has six or more credit hours of graduate classes with a grade of IP. Upon satisfactory completion of requirements specified in the IP Completion Form, the student will receive the grade merited by the quality of his or her performance. It is the student's responsibility to complete all requirements for the removal of the IP grade within one year or sooner as specified by the instructor. If the IP grade is not removed within the time specified, the IP will be changed to a grade of "F."

"W" indicates withdrawal within the period specified in the semester calendar.

"P" indicates satisfactory performance at "A," "A-," "B+" or "B" level.

"Pass/Fail" grades are not applicable to any UIW graduate degree plan.

The Online Learning Environment:

Learning via an online course generates exceptional opportunities for students to develop personally and intellectually. However, it requires discipline because it is not open-ended; there is a beginning and ending date for each course and established deadlines for reading, written assignments and online discussion. This class will be delivered in a somewhat informal lecture and discussion format. Narrative discussion is highly encouraged and students are invited to ask questions or raise discussion points at any time. All discussion and person-to-person interaction will be done through the website to maintain the integrity of the learning process. Questions or comments regarding grades or other matters of a personal nature should be sent directly to me.

The University of The Incarnate Word is committed to open and insightful dialogue. UIW recognizes that diversity has many manifestations including diversity of thought, opinion, and values. Students are expected to be respectful of that diversity and therefore refrain from inappropriate commentary.

Students should adhere to conventions of online etiquette that includes courtesy to all users and editing for spelling and grammar. Your written assignments and remarks in discussion areas reflect your facility to convey your thoughts in writing.

Friendly and welcoming language should be used, never post harassing, threatening, or embarrassing comments.

If you disagree with someone, respond to the content, not the person. There is great opportunity for learning in such situations if you are open to it.

Remember, "talking" online is not the same as talking on the telephone or in person. People normally use verbal expression, intonation, vision, and body language to get a point across face-

to-face. Please take this lack of visual contact into consideration when posting online; it may be helpful to use emoticons to express your feelings to other readers.

Class week:

A class week is defined as a period of time between Monday and Sunday. The discussion questions posted each week are mandatory and failure to participate will place the non-participant at risk for failing this course. The discussion questions will be posted on Monday; you are expected to respond to each discussion question as well as the posts of at least two other learners. *This creates a minimum of three posts for each discussion question on different days of the week unless otherwise indicated; you are always welcome to contribute more.* Class members are expected to actively participate in the discussion of each topic assigned while that discussion is in progress. Prompt posting of your initial response will provide everyone the opportunity to respond and it gives the class time to fully explore the topic. I will participate in the ongoing discussion by responding to individual learner's contributions or by identifying themes and patterns of thinking reflected in the contributions of the class.

Late penalty:

Any work submitted late without permission, but within the applicable week, will have points automatically deducted.

Please take the time to familiarize yourself with the areas of the classroom. Lack of familiarity with the virtual classroom or where to find various instructions or discussions is not an acceptable excuse for late assignments. Ensure you also have the textbook before class begins.

Teaching Philosophy:

The pedagogical/andragogical tools that we will rely on include extensive readings, case studies, illustrations/discussions, and application exercises. An instructor presentation will be provided for each unit that we cover. Your active involvement in this class is essential for the most positive experience. My role is to facilitate your exploration and learning as you are introduced to the course material. To ensure your success in this course, I suggest that you consider these recommendations: You are expected to read the appropriate chapters and assigned readings prior to participation in each week's discussion forum; be an active learner; manage your time effectively; and use the course materials as your guide for studying. I expect you to contact me with any problems or difficulties you may experience. My mission is to assist you as you explore and discover the world of Psychology. However, as with any course, what you learn will be predicated on the time you put into the course. Remember, I cannot read your mind, so, it is imperative that you participate and communicate with me frequently. If a problem or concern arises, let me know as soon as possible. My commitment to you is to be as flexible as I can be while maintaining equity and integrity in the classroom.

Participation, Punctuality and Attendance:
Requirements and Expectations for In-person Classes
• Attendance: Abide by the UIW Attendance Policy as stated in the Catalog:
http://uiw.smartcatalogiq.com/2015-2017/Catalog/VIII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies

• Eating and Smoking: NOT ALLOWED in class
• Talking and Messaging using mobile devices: NOT ALLOWED in class
• Copies of home works, tests, exams, and e-mail communication: Save for your records
• Assignments and Home works with due dates: Expected to be turned-in on time

Course Drop Procedure:

http://adulted.uiw.edu/course-drop-procedure
The decision to drop a course can greatly impact a student's success in meeting their educational goals. Reaching out to an academic advisor will assist you in making the best decision for your enrollment. Advisors are available to meet with you in person at our Learning Centers, by phone and connect with you via email. If you are unsure of your assigned advisor, please login to your Degree Works audit tool within the MyWord portal and click on the 'Advisor Name' listed within the 'Student View' section or you may contact us through our general student email at eapadvising@uiwtx.edu or by calling **210-702-2402** to be directed to your advisor. Students must communicate with their advisor to begin the drop process. Deadlines for drops are noted on the Registration page in the Drop/Withdrawal Policy.

- Refund tuition at 100% (minus a $50 administrative fee per class) if the student drops before the end of the first week of classes (in writing before Friday @ 5:00 pm).
- Students may withdraw up to the end of the sixth week (in writing before Friday @ 5:00 pm) without academic penalty. An administrative fee of $50 per class will be assessed. The student is responsible for full tuition as well. A grade of W will be issued.
- It is not possible to withdraw from a three-semester-hour course after the sixth week.

ARMY Students must drop their course(s) through GoArmyEd. Active duty military students are not charged a drop fee.

UIW Academic Integrity Policy:

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. Any student who is found dishonest can be given zero points for that assignment, failure of the course, or expulsion from the program. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word *(see pages 88-90 of the UIW Student Handbook).*

Forms of Academic Dishonesty include, but are not limited to:

1. Cheating on tests, examinations, or other class or laboratory work.
2. Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
3. Counterfeit Work - including turning in as one's own, work which was created, researched, or produced by someone else.
4. Falsification of Academic Records - knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other

academically related documents.
5. Unauthorized Reuse of Work - the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
6. Theft - unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
7. Collusion - Involvement in Collusion - an unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
8. Facilitating Academic Dishonesty - intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based

harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

Course Schedule

SESSION	DATE	TOPICS	READING/MULTIMEDIA	Assessments
Week 1	1/8 – 1/14	Introduction, individual difference; quality assessment.	Scott & Reynolds: Preface, Ch. 1 & 2; Assigned readings; Internet research	Autobiography, Discussion threads.
Week 2	1/15 – 1/21	Validity of tests and assessments	Scott & Reynolds: Ch. 21; Assigned readings; Internet research	Discussion threads, Select paper topic.
Week 3	1/22 – 1/28	Ethics of tests and assessments; multicultural issues	Scott & Reynolds: Ch. 18; Assigned readings*; Internet research; Instructional video.	Discussion threads, Paper Update.
Week 4	1/29 – 2/4	Evaluating Assessments and tests	Scott & Reynolds: Ch.20 & 22; Assigned readings*; Internet research;	Discussion threads, Test/Assessment review
Week 5	2/5 – 2/11	Assessing individuals	Scott & Reynolds: Ch. 4, 6, &7; Assigned readings*, Internet research;	Discussion threads, Ethics paper
Week 6	2/12 – 2/18	Assessing organizations and groups	Scott & Reynolds: Ch. 16, 17 & 23; Assigned readings*; Internet research;	Discussion threads Paper Update
Week 7	2/19 – 2/25	Test administration and online testing procedures	Scott & Reynolds: Ch.19; Assigned readings*; Internet research;	Discussion threads
Week 8	2/26 – 3/2	Feedback and action plans.	Scott & Reynolds: Ch. 24; Assigned readings*; Internet research;	Discussion threads Final paper due.

Course Number and Section: PSYC 6373   Semester: Spring 1 2018

Course Title: Assessment and Testing in the Workplace

Instructor: Juan M. Gonzalez

Week	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
In-class Hours (if applicable)		0 (UIW Online course)
#1	Autobiography (.5) Original Postings (1) General Discussion, Individual differences (3)	4.5 hours
#2	Original Postings (1) General Discussion (3) Internet/Library Research (1) Ethics paper (2)	7 hours
#3	Original Postings (1) General Discussion (3) Internet/Library Research (2)	6 hours
#4	Original Postings (1) General Discussion (3) Internet/Library Research (2)	6 hours
#5	Original Postings (1) General Discussion (3) Internet/Library Research (2)	6 hours
#6	Original Postings (1) General Discussion, potential (3) Test/Assessment Review (2)	6 hours
#7	Original Postings (1) General Discussion (3) Internet/Library Research (2)	6 hours
#8	Original Postings (1) General Discussion (3) Final Project (3)	7 hours
	Total	48.5