

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Fall/Winter 2026

Psychology 3580F Section 001

RESEARCH IN PERSONALITY ASSESSMENT

Welcome to *Research in Personality Assessment*. This course examines how personality is measured, evaluated, and applied in psychological research and practice, with particular attention to personality assessment in workplace and personnel-selection contexts. We will consider core measurement issues such as reliability and validity, examine how personality tests are used in applied settings, and evaluate challenges such as faking, fairness, and the limits of self-report assessment. Across the course, the goal is to help you think about what these tools can and cannot tell us, how we conduct research to expand our knowledge in this area, and how researchers and practitioners can use research evidence responsibly.

1 Calendar Description

Addresses reliability and validity issues as well as several contemporary topics in assessment such as multitrait-multimethod analysis, personality testing in personnel selection, and control of dissimulation or "faking" of personality test responses. The course includes a hands-on research component.

See the course in the institutional calendar:

<https://www.registrar.uwo.ca/academics/timetables.html>

Antirequisites: n/a

Prerequisites: Both [Psychology 2801F/G](#) (or one of [Health Sciences 2801A/B](#), [Psychology 2840F/G](#), [Psychology 2855F/G](#)) and [Psychology 2811A/B](#) (or one of [Biology 2244A/B](#), [Economics 2122A/B](#), [Economics 2222A/B](#), [Geography and Environment 2210A/B](#), [Health Sciences 3801A/B](#), [MOS 2242A/B](#), [Psychology 2830A/B](#), [Psychology 2850A/B](#), [Sociology 2205A/B](#), [Statistical Sciences 2035](#), [Statistical Sciences 2141A/B](#), [Statistical Sciences 2143A/B](#), [Statistical Sciences 2244A/B](#), [Statistical Sciences 2858A/B](#), the former Social Work 2207A/B), or both the former Psychology 2800E and the former Psychology 2810, PLUS registration in third or fourth year Honours Specialization in Psychology or Honours Specialization in Developmental Cognitive Neuroscience. Third or fourth year Psychology Majors and Psychology Special Students who earn 70% or higher in both [Psychology 2801F/G](#) (or 70% or higher in one of [Health Sciences 2801A/B](#), [Psychology 2840F/G](#), [Psychology 2855F/G](#)) and [Psychology 2811A/B](#) (or 70% or higher in one of [Biology 2244A/B](#), [Economics 2122A/B](#), [Economics 2222A/B](#), [Geography and Environment 2210A/B](#), [Health Sciences 3801A/B](#), [MOS 2242A/B](#), [Psychology 2830A/B](#), [Psychology 2850A/B](#), [Sociology 2205A/B](#), [Statistical Sciences 2035](#), [Statistical Sciences 2141A/B](#), [Statistical Sciences 2143A/B](#), [Statistical Sciences](#)

[2244A/B, Statistical Sciences 2858A/B](#), the former Social Work 2207A/B), or 70% or higher in the former Psychology 2820E (or 60% or higher in the former Psychology 2800E and the former Psychology 2810) also may enrol in this course.

2 lecture hours; 2 tutorial hours;

Course Weight: 0.5

Unless otherwise stated, students are responsible for ensuring that they have successfully completed all prerequisites prior to enrolling. Where prerequisites have not been met, the instructor may require the student to withdraw from the course. In accordance with Western policy, this decision is not subject to appeal.

In the event of a discrepancy between this outline and Senate or University policies, the latter shall prevail. The instructor reserves the right to modify elements of this course outline for pedagogical or operational reasons. Any such changes will be communicated to students in a timely manner.

2 Course Information

Instructor: Jose A. Espinoza
Office & Phone: see OWL Brightspace
Office Hours: Wednesdays 11:30 AM – 1:30 PM by appointment (see more information in *Booking Office Hours* below)
Email: jespinoz@uwo.ca (I aim to respond to emails within 24 hours Monday–Friday and within 48 hours on Saturday and Sunday.)

Teaching Assistant: TBD
Office: see OWL Brightspace
Office Hours: see OWL Brightspace
Email: TBD

Time and Location of Classes:

- Lecture 001: Tuesdays, 1:30 to 3:30pm in UCC-67
- Tutorial 002: Thursdays, 1:30 to 3:30pm in SSC-3024

OWL Brightspace Course Website

In this course, we will also use a course site on OWL Brightspace (<https://westernu.brightspace.com/d2l/login>) to execute many aspects of the course, including announcements, distribution of course readings, and submission of assignments. For courses that include an online component, students must have a reliable internet connection and computer that are compatible with online learning system requirements.

Booking Office Hours

For the Instructor, office hours will be by appointment during times specified above in 2 Course Information. Full information on arranging a meeting can be found on the OWL Brightspace course website. As an overview:

- You **must** sign up for a slot using the Cal.com link provided on OWL and attend the specific time you signed up for.
- If you “drop in” without signing up, I might not be present or be in a meeting with another student.
- All meetings will occur over Zoom **unless we arrange otherwise**. I encourage you to book a meeting in person if you feel this would be most beneficial to you.
- If you have a scheduling conflict with office hours (e.g., in another class during that time), please email me to find an alternate date and time for a meeting.

3 Course Materials

No specific textbook is required for this course. Instead, course readings and other preparation materials will be made available through the OWL Brightspace course site. These materials may include textbook chapters, academic articles, professional resources, or other online materials that help introduce and apply key concepts.

Assigned readings and preparation materials will be identified on OWL Brightspace in relation to each lecture topic. Students are expected to check OWL Brightspace regularly to access these materials and to review the instructions for each week. **For some topics, OWL Brightspace will indicate that some materials are optional, recommended, or assigned only in selected excerpts rather than in full.** Students are responsible for required readings and excerpts, lecture material, tutorial material, and any preparation activities identified as required on OWL Brightspace.

Lectures, tutorials, and assigned materials are designed to complement one another, and students are responsible for material covered across all three.

4 Course Objectives and Learning Outcomes

This course is designed to help students understand personality assessment as both a research domain and an applied practice. Students will learn how personality measures are developed, evaluated, interpreted, and used, with particular emphasis on measurement evidence, workplace assessment, personnel selection, faking, fairness, and alternatives to self-report assessment. Across the course, students will consider how researchers and practitioners can evaluate personality assessment tools and make evidence-informed decisions about their appropriate use.

Upon successful completion of this course, students should be able to:

Learning Outcome	Learning Activity	Assessment
Depth and Breadth of Knowledge - Describe major concepts, theories, and debates in personality assessment. - Explain how personality assessment is used in research and applied contexts, including workplace settings.	Lectures, assigned readings, tutorial activities	Test, Assignments, Flash Talk, Final Essay
Knowledge of Methodologies - Explain key concepts relevant to personality assessment, including reliability and validity. - Identify how different research designs and sources of evidence can be used to evaluate personality measures.	Lectures, assigned readings, tutorial activities	Test, Assignments, Participation, Final Essay.
Application of Knowledge - Apply measurement concepts to evaluate personality assessment tools and evidence. - Design research to test hypotheses regarding the assessment of personality.	Tutorial activities, assignments	Assignments, Participation, Flash Talk, Proposal, Final Essay
Communication Skills - Communicate ideas about personality assessment clearly in written and oral formats. - Present and discuss research ideas related to personality assessment. - Provide constructive feedback on peers' research presentations.	Tutorial activities, assignments, flash talks	Participation, Flash Talks, Assignments, Proposal, Final Essay
Awareness of Limits of Knowledge - Recognize that personality assessment tools should be evaluated in light of available evidence and the limitations of that evidence. - Identify trade-offs and ethical concerns related to personality assessment, including issues involving faking, fairness, self-report, alternative methods, and applied decision-making.	Lectures, assigned readings, tutorial activities	Test, Assignments, Final Essay, Participation
Autonomy and Professional Capacity - Develop an independent research idea related to personality assessment and revise it through proposal, presentation, feedback, and final written submission. - Participate respectfully and constructively in	Tutorial participation, flash talks, essay	Participation, Flash Talk, Proposal, Final Essay

group activities, discussions, and peer-feedback processes.		
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5 Evaluation

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4 and are necessary for meeting these learning objectives. All evaluations listed in this course outline are required components of the course and together account for 100% of the final grade. Weightings and assessment formats may be adjusted where required to support course learning objectives, with appropriate notice to students.

Note. For evaluation dates, see *6 Assessment/Evaluation Schedule*.

Evaluation	% of Final Course Grade
Assignments	20%
Assignment 1	10%
Assignment 2	10%
Participation	10%
Test	25%
Research Project	30%
Proposal	5%
Final Essay	25%
Flash Talks	15%
Presentation	12.5%
Reviewer Role	2.5%

Assignments (20%)

Students will complete two Assignments throughout the course, each worth 10% of the final course grade. These Assignments are designed to help students apply course concepts to practical and research-relevant issues in personality assessment. Additional details, instructions, and grading criteria for each Assignment will be provided on the OWL Brightspace course site.

Participation (10%)

To foster student learning and understanding of material, 10% of the final course grade is allotted to participation in the course.

Tutorials are a required and important part of this course. Tutorials are designed to help students apply personality assessment concepts through hands-on activities, group work, discussion, brief deliverables, and development of research-relevant skills. Tutorial activities will connect closely to course content and may combine multiple topics from lecture.

Each tutorial will be graded out of 10 based on:

- Preparation before tutorial, such as completion of assigned preparation activities or materials.
- Engagement during tutorial, including active and respectful participation in activities and discussion.
- Contribution to tutorial deliverables, when applicable.

Tutorial grades will be assigned by the TA shortly after each tutorial. At the end of the course, students' Participation grade will be determined based on their tutorial grades across the term, with consideration of the quality of students' contributions and trends in participation within tutorial, as well as evidence of broader course engagement, including involvement during lecture when evident. Evaluation will favour a pattern indicating that a student is engaged with the course, including insightful comments and questions during discussion, substantial involvement in hands-on activities, and contributions to a welcoming and inclusive learning environment.

More information and the rubric for evaluation will be provided in lecture and on the OWL Brightspace course site.

Test (25%)

There will be one Test in this course, written during the scheduled lecture period on Tuesday, November 10 (approximately 2 hours). The Test will be worth 25% of the final course grade.

The Test will be completed in person and will be closed book and closed notes. Students may not use books, notes, slides, readings, websites, generative AI tools, communication tools, or other aids during the Test, unless explicitly allowed by the instructor or required as part of an approved accommodation.

The Test will cover lectures, assigned materials, tutorials, and other course content covered up to that point in the course. The Test may be composed of short answer, long answer, multiple choice, fill-in-the-blank, or select-all in any combination, including all questions of a single format (e.g., short answer only). Additional information about the format and content of the Test will be provided in class and/or on the OWL Brightspace course site before the Test.

Students are expected to complete the Test independently and in accordance with all academic integrity expectations for the course.

Research Project (30%; Proposal = 5%; Final Essay = 25%)

Final Essay

Each student must complete an APA-formatted Final Essay of 2,000–2,500 words, not counting references, tables, figures, or appendices. In this essay, students will propose a research study in an area relevant to personality assessment. The essay should describe the rationale for the study, the research question and/or hypotheses, the method for conducting the study, and the potential

scientific and practical implications of the proposed research. The Final Essay will be worth 25% of the final course grade.

Proposal

Prior to submitting the Final Essay, students must submit a brief Proposal worth 5% of the final course grade. The Proposal must be no more than 300 words, not counting references, tables, figures, or appendices. The Proposal should identify the general topic, research question or aim, and basic method for the proposed study. The Proposal is intended to help students begin developing their Final Essay and to provide an opportunity for early feedback. Students are not expected to provide a full literature review in the Proposal.

Only **one** student may write an essay on a particular topic or highly similar research idea. The instructor may therefore ask students to modify or change their proposed topic to ensure that Final Essays are sufficiently distinct from one another.

Additional details on the content, structure, and grading of the Proposal and Final Essay will be provided on OWL Brightspace.

Flash Talks (15%; Presentation = 12.5%; Reviewer Role = 2.5%)

Students will participate in a course “Mini Conference” by delivering a Flash Talk based on their Final Essay topic. The purpose of the Flash Talk is to help students communicate their proposed research clearly, concisely, and persuasively to an audience, and to receive helpful feedback from their peers that may improve their Final Essays.

Presentation

Each Flash Talk will be strictly limited to 5 minutes. Flash Talks will be delivered live during assigned lecture and tutorial sessions near the end of the term. Each presentation will be followed by a brief opportunity for questions from the audience. Students are expected to present during their assigned session at their designated time. The presentation will be worth 12.5% of the final course grade.

Each Flash Talk should summarize the student’s proposed study, with emphasis on the rationale for the study, the proposed research question or hypotheses, the basic method, and the potential contribution or implications of the research. Presenters will be evaluated based on the clarity, organization, relevance, and effectiveness of their presentation.

To support smooth transitions between presentations, students must submit their Flash Talk slides through OWL Brightspace before their assigned Mini Conference session. The exact deadline will be posted on OWL Brightspace and will normally be 48 hours before a student’s assigned presentation session. Submitted slides will be pre-loaded for use during the Mini Conference. Students should submit slides in the PowerPoint format and should not assume that they will be able to use a personal laptop, personal USB drive, cloud link, or revised file submitted after the deadline. Last-minute slide changes may not be possible.

Reviewer Role

In addition to presenting their own Flash Talk, students will complete Reviewer Feedback for **two** assigned peers' presentations. Reviewer Feedback is intended to help students engage constructively with their peers' research ideas and practice evaluating research communication. Reviewer feedback must be submitted online through OWL Brightspace and may be up to 250 words per review. Presenters are not required to respond to the Reviewer Feedback they receive.

Reviewer feedback will be evaluated based on whether it demonstrates understanding of the presentation, identifies a meaningful strength or contribution, raises a substantive question, and/or provides a constructive suggestion. Additional information about the Mini Conference schedule, presentation expectations, reviewer assignments, and grading criteria will be provided on OWL Brightspace.

Submission Formats for Assignments and Essay

Assignments 1 and 2, the Essay Proposal, and the Final Essay must be submitted via Word documents written using the online Microsoft Office 365 service in a OneDrive folder assigned to the student. The automatic tracking of changes made in these documents through version history helps maintain the academic integrity of submissions and helps protect students from concerns about cheating, plagiarism, or the unapproved use of generative artificial intelligence tools. All students have access to Microsoft Office 365 through their Western University accounts and are required to use these accounts when working on these evaluation components.

Additional detail and guidance will be provided on OWL Brightspace, but as an overview:

- At the beginning of the term, the instructor will share an Office 365 folder with each student through their Western University account for their individual use in submitting written coursework.
- This folder will include blank documents corresponding to the written evaluation components in the course.
- Students must complete their written work using the provided documents and the online version of Microsoft Office 365 so that the document preserves a record of their work.
- Prior to the due date for an evaluation component, students are expected to finish the evaluation component and follow the submission instructions provided on OWL Brightspace.
- Students will then download the Microsoft Word file for the relevant document and submit it through the appropriate submission area on OWL Brightspace.
- After submitting the assignment, students may not make any further changes to the submitted document.

Reviewer Feedback for Flash Talks will be submitted through OWL Brightspace according to the instructions provided for that component. More detailed submission instructions will be provided on OWL Brightspace.

Policy on Missing Coursework

Students who encounter extenuating circumstances affecting their academic responsibilities may submit a request for academic consideration in accordance with Western University's Academic Consideration policies. Requests must be submitted through the [Student Absence Portal](#) and may require supporting documentation.

Students should **not** submit medical or other supporting documentation directly to the instructor or TA.

The policies below describe how missed coursework will normally be handled in this course. These policies are designed to provide reasonable flexibility while ensuring that students still have opportunities to demonstrate the learning outcomes of the course. In the interest of fairness for all students in the course, these policies will be applied consistently, subject to approved academic consideration where applicable.

Essay Course Notice: Because this is an essay course, as per Senate Regulations, you must pass the essay component to pass the course. That is, the average mark for your written assignments must be at least 50%.

Grades and Withdrawal Notice: This course is exempt from the Senate requirement that students receive assessment of their work accounting for at least 15% of their final grade at least three full days before the date of the deadline for withdrawal from a course without academic penalty.

Assignments

Assignments are due on the Fridays listed in *6 Assessment/Evaluation Schedule* at 11:59pm. Each Assignment may be submitted up to 48 hours after the posted deadline without penalty. This means that Assignments 1 and 2 may be submitted as late as Sunday at 11:59pm without requesting an extension or academic consideration.

This 48-hour submission window is intended to provide flexibility for minor illnesses, short-term disruptions, competing deadlines, and other common challenges that may arise during the term. Because this flexibility is already built into the course, requests for additional flexibility or academic consideration may be denied (see [Policy on Academic Consideration](#)).

Assignments submitted more than 48 hours after the posted deadline will not be accepted without approved academic consideration. If academic consideration is approved, the instructor will determine an appropriate extended deadline. Students who do not submit an Assignment without approved academic consideration will receive a grade of zero on that Assignment.

Participation

Students may miss one tutorial without formal consideration or documentation. In this case, the missed tutorial will not count toward the student's Participation grade, and the grade will be calculated based on the remaining tutorials.

After one missed tutorial, **students will receive a grade of zero for each additional missed tutorial** unless they have received academic consideration through the appropriate university process. If academic consideration is approved for an additional missed tutorial, the missed tutorial grade will be reweighted across the student's remaining tutorial grades. Because tutorials involve in-person, hands-on activities, make-up tutorials will not be offered. Please note that the flexibility in assessment incorporated into this component means that a request for consideration may be denied (see [Policy on Academic Consideration](#)).

The ability to miss one tutorial without documentation applies only to the Participation grade. It does not excuse a missed scheduled Flash Talk Presentation or missed Reviewer Feedback assignment.

No attendance will be taken during lecture, therefore, students are not required to seek academic consideration for missing lecture. Students are still responsible for material covered in lecture, including announcements, explanations, examples, activities, and any information related to course assessments. Lecture involvement may be considered as part of the overall evaluation of course engagement when evident, but students will not receive an automatic penalty to their Participation grade for missing an individual lecture.

Test

Students who miss the Test without approved academic consideration will receive a grade of zero on the Test. The Test is the “designated assessment” for this course requiring formal supporting documentation for academic consideration. **Students cannot use an undocumented absence for this component.**

If academic consideration is approved, the student will normally complete a Make-up Test. There will be one, and only one, Make-up Test, and it will be scheduled 7-14 days after the original Test at a time of the instructor's choosing. Students who have received academic consideration to complete the Make-up Test but fail to complete the Make-up Test, will receive a grade of zero on this component of the course, unless further accommodation is granted. The Make-up Test may differ in format from the original Test (e.g., comprising solely essay-length questions) but will assess the same course learning outcomes.

Research Project: Essay Proposal

The Essay Proposal is due on the Friday listed in *6 Assessment/Evaluation Schedule* at 11:59pm. The Essay Proposal may be submitted up to 48 hours after the posted deadline without penalty. This means that the Essay Proposal may be submitted as late as Sunday at 11:59pm without requesting an extension or academic consideration.

This 48-hour submission window is intended to provide flexibility for minor illnesses, short-term disruptions, competing deadlines, and other common challenges that may arise during the term. Because this flexibility is already built into the course, requests for additional flexibility or academic consideration may be denied (see [Policy on Academic Consideration](#)).

Essay Proposals submitted more than 48 hours after the posted deadline will not be accepted without approved academic consideration. If academic consideration is approved, the instructor will determine an appropriate extended deadline. Students who do not submit the Essay Proposal without approved academic consideration will receive a grade of zero on the Essay Proposal. They may still submit the Final Essay, but they will not receive proposal-stage feedback intended to help them develop the Final Essay and Flash Talk.

Research Project: Final Essay

The Final Essay is due on Wednesday, December 9 at 11:59pm. This is the official due date for the Final Essay because December 9 is the final day of classes.

The Final Essay may be submitted up to 48 hours after the official deadline without penalty. This means that students may submit the Final Essay as late as Friday, December 11 at 11:59pm without requesting an extension or academic consideration.

This 48-hour submission window is intended to provide flexibility for minor illnesses, short-term disruptions, competing deadlines, and other common challenges that may arise near the end of term. Because this flexibility is already built into the course, requests for additional flexibility or academic consideration may be denied (see [Policy on Academic Consideration](#)).

Final Essays submitted more than 48 hours after the official deadline will not be accepted without approved academic consideration. If academic consideration is approved, the instructor will determine an appropriate extended deadline in accordance with university policies. Students who do not submit the Final Essay without approved academic consideration will receive a grade of zero on the Final Essay.

Flash Talk: Presentation

Flash Talks are scheduled during the designated lecture and tutorial Mini Conference sessions near the end of the term. Students are expected to present during their assigned session. Students who miss their scheduled Flash Talk Presentation without approved academic consideration will receive a grade of zero on the Flash Talk Presentation component.

If academic consideration is approved, the instructor will determine an appropriate alternative arrangement where feasible. This may involve presenting during another available session or submitting a recorded Flash Talk. Because Flash Talks are scheduled around limited lecture and tutorial time, alternative arrangements cannot be guaranteed without approved academic consideration.

Students must submit their Flash Talk slides through OWL Brightspace by the deadline posted for their assigned Mini Conference session. This deadline will normally be 48 hours before the assigned session so that presentations can be organized and pre-loaded before class. **Students who do not submit slides by the posted deadline may not be able to use slides during their presentation and may be required to present using the most recent file submitted on time or to present without slides.** Late or missing slide submissions may also affect the Flash Talk

Presentation grade where they interfere with the clarity, organization, professionalism, or delivery of the presentation.

If academic consideration is approved for a missed deadline for presentation slides, the instructor will determine whether an alternative slide-submission arrangement is feasible. Because slide submission is required to support the logistics of live presentations, last-minute changes or late slide submissions cannot be guaranteed.

Flash Talk: Reviewer Feedback

Reviewer Feedback is due by 11:59pm on the day after the presentation being reviewed, as listed in *6 Assessment/Evaluation Schedule*. Reviewer Feedback may be submitted up to 48 hours after the posted deadline without penalty and without requesting an extension or academic consideration.

This 48-hour submission window is intended to provide flexibility for minor illnesses, short-term disruptions, competing deadlines, and other common challenges that may arise during the term. Because this flexibility is already built into the course, requests for additional flexibility or academic consideration may be denied (see [Policy on Academic Consideration](#)).

Reviewer Feedback submitted more than 48 hours after the posted deadline will not be accepted without approved academic consideration. If academic consideration is approved, the instructor will determine an appropriate extended deadline or alternative arrangement where feasible. Because Reviewer Feedback is connected to peer presentations, students should make every effort to submit this work on time so that feedback is useful for their peers in improving their Final Essays.

Absent Presenters: If a student is assigned to provide Reviewer Feedback for a presentation that does not occur, the student will not be penalized for the Presenter's absence. Where feasible, the student will be reassigned to provide Reviewer Feedback for another presentation. If reassignment is not feasible, the instructor will determine an appropriate alternative arrangement, such as completing an alternative Reviewer Feedback task or calculating the Reviewer Feedback grade based on the student's remaining completed review assignment(s).

Course grades within the Psychology Department are expected to be distributed around the following averages:

70%	1000-level to 2099-level courses
72%	2100-2999-level courses
75%	3000-level courses
80%	4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the

normalization of one or more course components and/or the re-weighting of various course components.

What Are Grades? (Instructor's Note)

In this course, you will be evaluated through various assignments, activities, and a test, each resulting in a grade meant to reflect your “performance” in the course. While this is a common approach in most educational settings, I wanted to express my thoughts on these grades and what they do and do **not** represent:

1. Grades are just **ONE very specific** way of measuring your knowledge, critical thinking, preparation, etc., in relation to the course. It is important to not generalize too far and draw conclusions not warranted by your grades.
2. Specifically, course grades are meant to be a measure of your understanding of **specific** content at one **specific** point in time. However, grades aren't just predicted by factors in your control! They are also influenced by many other things – time, energy, resources, support, and even what you feel like you were able and willing to give during a specific period in your life in which there may be many other “bigger” things going on (e.g., personal issues, worldwide political and economic uncertainty, humanitarian and climate disasters).
3. Remember that grades are **NOT** a measure of your worth as a person. Full stop.
4. A grade on a single assignment, a test, a handful of evaluations, or even a whole course does not represent your overall ability and potential.
5. If other people treat you like your grades are a measure of your worth as a person, read numbers 1-4 above again, because they are wrong.
6. Unfortunately, there is no way getting around the fact that grades are how we measure performance and that these grades may have important implications for your time in university and other aspects of your life (e.g., what courses you can take, when and if you graduate). This means we cannot ignore grades so **please use the resources available to you** to help you achieve the grades you need/desire.
 - Ask questions in class and via email to get clarification.
 - Use your instructor's office hours or arrange for another time to get help.
 - Meet with TAs to review your assessments and discuss how to improve.
 - Reach out to academic advising for guidance (see also *11 Other Information*)

Credit to Dr. Jordan Wagge of Avila University and Dr. Molly Metz of the University of Toronto for much of the phrasing in this section.

Disputing Grades (Instructor's Note)

If you believe that a grade you've received is unfair or inaccurate, please contact the instructor via email (jespinoz@uwo.ca):

- At least 48 hours **after** the grade has been returned.
- Provide a 1-2 paragraph written explanation for your dispute of the grade. Please be specific and refer to the rubric and guidelines for the assignment. You must make a strong

case that is supported by the course material, assignment instructions, and criteria which were used to evaluate the assignment.

- If, in the instructor's judgment, there is merit to your dispute, you will be entitled to a **full** regrade of the assignment according to the evaluation criteria. Note that a regrade means that you may receive a 'new' grade that is higher or lower than what you originally received. Regardless of whether the 'new' grade is higher or lower it will replace the 'original' grade.

Please note that these steps are intended to provide a standard procedure for re-evaluating grades within this course and do not prevent you from pursuing other processes administered by the university (see also *11 Other Information*).

Policy on Grade Rounding

Course grades are rounded to the nearest whole number. No additional assignments will be offered to enhance a final grade. Requests to change a grade because it is needed for a future program will not be considered.

6 Assessment/Evaluation Schedule

Evaluation	Due Date
Assignments	
Assignment 1	Friday, October 9 at 11:59pm.
Assignment 2	Friday, October 30 at 11:59pm.
Participation	Cumulative assessment throughout term.
Test	Tuesday, November 10: 1:30pm to 3:30pm
Research Project	
Essay Proposal	Friday, November 6 at 11:59pm.
Final Essay	Wednesday, December 9 at 11:59pm.
Flash Talk	
Flash Talk Slides	48 hours before student's assigned presentation session. Exact due dates will be posted on OWL Brightspace.
Flash Talk Presentation	According to scheduled Mini Conference session. Assigned presentation slot will be posted on OWL Brightspace.
Reviewer Feedback	Flash Talks Rd. 1: Wednesday, November 25 at 11:59pm. Flash Talks Rd. 2: Friday, November 27 at 11:59pm Flash Talks Rd. 3: Wednesday, December 2 at 11:59pm. Flash Talks Rd. 4: Friday, December 4 at 11:59pm. Flash Talks Rd. 5: Wednesday, December 9 at 11:59pm.

7 Class Schedule

The course schedule for lectures is provided below. Information about tutorials and evaluations is provided as a reminder. Students should refer to *6 Assessment/Evaluation Schedule* and the OWL Brightspace course site for specific dates, deadlines, and tutorial information. Students are also responsible for regularly checking the OWL Brightspace course site for assigned materials, tutorial preparation, and any updates to the course schedule. Assigned materials will be identified on OWL Brightspace in relation to each lecture topic.

Date	Lecture Topic	Tutorial	Readings	Evaluation
Sep. 8	No Class (Term not started)	–	–	–
Sep. 15	Course Overview + What Is Personality Assessment?	–	–	–
Sep. 22	Reliability and Measurement Error	Reliability in Practice	Murphy & Davidshofer (2005), Ch. 6–7	–
Sep. 29	Validity and Construct Validation	Validity Evidence	Murphy & Davidshofer (2005), Ch. 8–9	–
Oct. 6	Research Design in Personality Assessment	Investigating Personality Assessment	Murphy & Davidshofer (2005) as relevant; selected materials on OWL	Assignment 1
Oct. 13	Fall Reading Week	–	–	–
Oct. 20	Personality in Pre- Employment Testing	Personality and Work Analysis	Raymark et al. (1997); Tett et al. (1991); Hughes & Batey (2017)	
Oct. 27	Faking, Fairness, and Modern Challenges	Faking Mitigation Strategies	Goffin & Boyd (2009); Jeong et al. (2017)	Assignment 2
Nov. 3	Beyond Self-Report: Other Ways to Assess Personality	Integrating Alternative Assessment Methods	Funder (2012); Vazire (2010); Phan & Rauthmann (2021)	Essay Proposal
Nov. 10	Test	–	–	Test during Lecture time
Nov. 17	Personality Assessment in the Context of Other Methods	Flash Talk + Final Essay Preparation	Goffin (2016); Schmidt & Hunter (1998); Sackett et al. (2022)	–
Nov. 24	Mini Conference: Flash Talks Rd. 1	Mini Conference: Flash Talks Rd. 2	–	Reviewer Feedback for Flash Talks Rd. 1 and 2

Dec. 1	Mini Conference: Flash Talks Rd. 3	Mini Conference: Flash Talks Rd. 4	–	Reviewer Feedback for Flash Talks Rd. 3 and 4
Dec. 8	Mini Conference: Flash Talks Rd. 5	Final Essay Drop- in Support	–	Reviewer Feedback for Flash Talks Rd. 5; Final Essay due Dec. 9

Reading List

The reading list below is provided as a survey of the materials students may engage with in the course. These readings will be available on the OWL course website along with information as to which are optional, recommended, or assigned only in selected excerpts rather than in full.

Funder, D. C. (2012). Accurate Personality Judgment. *Current Directions in Psychological Science*, 21(3), 177–182.

Goffin, R. D. (2016). Intelligence in the Workplace. In V. Zeigler-Hill and T.K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*. Springer.

Goffin, R.D., & Boyd, A.C. (2009). Faking and personality assessment in personnel selection: Advancing models of faking. *Canadian Psychology*, 50, 151-160.

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8 Academic Integrity

Scholastic offences are treated seriously at Western University. Students are expected to understand and comply with the University's standards of academic integrity. Scholastic offences may result in penalties up to and including expulsion from the University. Please read [Western's Scholastic Offences](#) policy for definitions and examples of Scholastic offences.

Statement on Use of Electronic Devices

In Class and Tutorial: Electronic devices are invited into lectures and tutorials when they support learning. Students may use laptops, tablets, phones, or other devices to take notes, access course materials, participate in class activities, complete tutorial work, contribute to shared documents, search for relevant information during activities, or engage with other learning activities as directed by the instructor or TAs. If you find you have any concerns about the use of electronic devices in these settings (e.g., creating a distraction during tutorial), please reach out to the instructor.

Exams: Electronic devices are not permitted during the Test, unless explicitly allowed by the instructor or required as part of an approved accommodation. This includes, but is not limited to, phones, laptops, tablets, smart watches, headphones, earbuds, and other devices capable of communication, storage, internet access, or recording. During the Test, all unauthorized electronic devices must be turned off and stored away.

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the

system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com.

Use of AI

Responsible use of artificial intelligence (AI) tools is **permitted** in this course as a support for learning, not as a substitute for critical thinking or scholarly work. All use of artificial intelligence tools must comply with Western University's academic integrity standards.

Students may use AI tools (e.g., ChatGPT, Claude, Copilot) for:

- Brainstorming ideas or refining research questions
- Improving clarity, grammar, or organization
- Preliminary or background exploration of topics

AI must not be used to:

- Generate full drafts or final versions of assignments
- Replace analysis, interpretation, or synthesis
- Fabricate, misrepresent, or cite sources that the student has not independently consulted
- Bypass engagement with course materials

You are ultimately responsible for all work submitted under your name. AI output should be critically evaluated, substantially revised, and integrated thoughtfully, not copied verbatim.

All written assignments must include a brief AI Usage Statement, indicating:

- Which tools were used (if any)
- The purpose for which they were used
- How the output was modified and incorporated

Assignments submitted without an AI Usage Statement will not be accepted. Misuse of AI or failure to disclose its use may constitute a scholastic offence and will be addressed in accordance with Western University's academic integrity policies. Students are responsible for ensuring that all work complies with Western's scholastic integrity standards.

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

9 Academic Accommodations and Accessible Education

Western University is committed to providing an accessible learning environment. Students with disabilities or medical conditions requiring accommodation are encouraged to contact Accessible Education as early as possible. Accommodations will be implemented in accordance with University policy. Please review [Western's policy on academic accommodations](#) for student with

disabilities. Accessible Education provides supports and services to students with disabilities at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aeu@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Please review Western's policy on [Academic Considerations](#).

11 Other Information

Helpful Websites

- Western's academic policies are available at the [Office of the Registrar](#).
- Departmental policies are available at the [Psychology Department website](#).
- Learning supports available at [Learning Development & Success](#).

Well-being

Western University provides a range of supports to promote student well-being. Students are encouraged to seek assistance when needed. Students who are in emotional/mental distress should refer to [Health and Wellness at Western](#) for a complete list of options about how to obtain help. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Grade Appeals

If you wish to appeal a grade, please read the [policy documentation](#) on requests for relief. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

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