

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2012/2013**

Part I

Course Title:	Psychological Testing
Course Code:	SS5794
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	SS5780 Research Design & Analysis in Psychology
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims to provide an overview of testing and assessment methods in clinical, occupational, educational, and counselling psychology; develop students' ability in applying the methods, and enhance their appreciation to the significance of psychometrics. By the end of the course, students should be able to demonstrate systematic knowledge and its scientific underpinning in psychometrics, and design and conduct psychological research using appropriate psychological tests.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Describe and explain the concepts of psychometric theories in psychological testing;	20%

2.	Apply the concepts of psychometric theories in the development and validation of psychological tests;	20%
3.	Use psychological testing in a professional and ethical way;	10%
4.	Select and use appropriate testing instruments in various settings, including clinical, educational, organizational, and counselling settings; and	30%
5.	Construct and develop culturally valid testing methods.	20%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	Hours / week (if applicable)
CILO 1	√		
CILO 2	√		
CILO 3	√	√	
CILO 4		√	
CILO 5	√		

Describe the TLAs:

TLA1: Lectures

Lectures will focus on the explanation of pertinent concepts and theories in psychological testing. Students are encouraged to brainstorm and share their innovative ideas about psychological tests in the lectures.

TLA2: Workshops

Workshops will mainly include the practical applications of methods in psychological testing. Students will have the opportunity to critically evaluate the strengths and weaknesses in various psychological tests that are frequently used in the clinical, occupational, educational, and counselling contexts.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 3-5	AT1: Field exercise	20%	
CILO 1-3, 5	AT2: Quizzes	50%	
CILO 3-5	AT3: Project	30%	

Further description of ATs:

AT1: Field Exercise (20%)

Field exercise will be a practical exercise in selecting and using psychological tests. Students will be asked to identify a construct of interest and critically evaluate the strengths and weaknesses of available tests that tap the construct. They are expected to discover the challenges and difficulties of administering a psychological test through the field exercise experience.

AT2: Quizzes (50%)

There will be a mid-term quiz and a final quiz (25% each). Both quizzes consist of multiple choice questions and short questions. Computational, conceptual, and applied questions are included. The quizzes are non-accumulative.

AT3: Project (30%)

Students will be asked to complete a collaborative test validation project in groups. The project aims to validate a psychological scale that has not been IMPORTED from another (non-Chinese) culture. Students are required to design a validation study and present their results in class.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of grasp of the subject matter (i.e., explaining and applying concepts in psychological testing, selecting and using appropriate testing instruments in various settings); creative thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus:

Measurement issues: measurement reliability and validity, measurement error, norms and T-scores; development and validation of psychometric tests, adaptation and translation of Western tests; assessment approaches and techniques: direct behavioural observation, checklists and rating scales, structured diagnostic interview, projective techniques, self-report tests, assessment centres; application and practice of psychological tests in the clinical, educational, occupational, and counselling psychology settings; professional ethics and social issues in psychological testing.

2. Recommended Reading

Text(s)

Cohen, R. J., & Swerdlik, M. E. (2010). *Psychological testing and assessment: An introduction to test and measurement* (7th ed.). New York, NY: McGraw-Hill.

Geisinger, K. F. (2003). Testing and assessment in cross-cultural psychology. In J. R. Graham, & J. A. Naglieri (Eds.), *Handbook of psychology: Assessment psychology* (Vol. 10, pp. 95-117). Hoboken, New Jersey: John Wiley & Sons.

Sharma, S. (1996). *Applied multivariate techniques*. New York, NY: Wiley. (Ch 5 pp. 90-107, 116-125)

Online Resources

American Board of Assessment Psychology (2010). *American Board of Assessment Psychology*. Retrieved December 24, 2010, from <http://www.assessmentpsychologyboard.org/>

American Psychological Association (2010). *The Committee on Psychological Tests and Assessment* (CPTA). Retrieved December 24, 2010, from <http://www.apa.org/science/leadership/tests/test-security.aspx>

American Psychological Association (2010). *The Standards for Educational and Psychological Testing*. Retrieved December 24, 2010, from <http://www.apa.org/science/programs/testing/standards.aspx>

Benet, W. E. (2010). *Assessment Psychology*. Retrieved December 24, 2010, from <http://www.assessmentpsychology.com/resources.htm>

International Test Commission (2008). *International Test Commission*. Retrieved December 24, 2010, from <http://www.intestcom.org/>

The British Psychological Society (2010). *Psychological Testing Centre*. Retrieved December 24, 2010, from <http://www.psychtesting.org.uk/>

The British Psychological Society (2010). *Psychological Test Collection*. Retrieved

December 24, 2010, from <http://www.bps.org.uk/hopc/collarch/tests.cfm>