

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017/2018**

Part I Course Overview

Course Title: Psychological Testing

Course Code: SS5794

Course Duration: One semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) SS5780 Research Design & Analysis in Psychology

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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.	Use appropriate testing instruments in various settings, including clinical/counselling, educational, and organizational settings;	30%	✓	✓	✓
5.	Construct and develop culturally valid testing methods; and	20%	✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
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.	✓	✓	✓		✓	
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.			✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Field exercise (20%)			✓	✓	✓	20%	
Quizzes (50%)	✓	✓	✓		✓	50%	
Project (30%)			✓	✓	✓	30%	
Examination: 0% (duration: _____, if applicable)						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Field Exercise	Ability to select an appropriate psychological test based on psychometric evidence. Ability to administer a psychological test in an appropriate and ethical manner.	Strong evidence for the ability to select an appropriate psychological test based on psychometric evidence. Strong evidence for the ability to administer a psychological test in an appropriate and ethical manner.	Good evidence for the ability to select an appropriate psychological test based on psychometric evidence. Good evidence for the ability to administer a psychological test in an appropriate and ethical manner.	Fair evidence for the ability to select an appropriate psychological test based on psychometric evidence. Fair evidence for the ability to administer a psychological test in an appropriate and ethical manner.	Poor evidence for the ability to select an appropriate psychological test based on psychometric evidence. Poor evidence for the ability to administer a psychological test in an appropriate and ethical manner.	Insufficient evidence for the ability to select an appropriate psychological test based on psychometric evidence. Insufficient evidence for the ability to administer a psychological test in an appropriate and ethical manner.
2. Quizzes	Understanding of the concepts of psychometric theories and the appropriate application of psychological tests.	Excellent demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.	Good demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.	Fair demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.	Poor demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.	Insufficient demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.
3. Project	Ability to conduct and present a validation study of a translated psychological test.	Strong evidence for the ability to conduct and present a validation study of a translated psychological test.	Good evidence for the ability to conduct and present a validation study of a translated psychological test.	Fair evidence for the ability to conduct and present a validation study of a translated psychological test.	Poor evidence for the ability to conduct and present a validation study of a translated psychological test.	Insufficient evidence for the ability to conduct and present a validation study of a translated psychological test.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Cohen, R. J., & Swerdlik, M. E. (2010). Psychological testing and assessment: An introduction to test and measurement (7th ed.). New York, NY: McGraw-Hill.
2.	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.
3.	Sharma, S. (1996). Applied multivariate techniques. New York, NY: Wiley. (Ch 5 pp. 90-107, 116-125)
4.	American Board of Assessment Psychology (2010). American Board of Assessment Psychology. Retrieved December 24, 2010, from http://www.assessmentpsychologyboard.org/
5.	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
6.	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
7.	Benet, W. E. (2010). Assessment Psychology. Retrieved December 24, 2010, from http://www.assessmentpsychology.com/resources.htm
8.	International Test Commission (2008). International Test Commission. Retrieved December 24, 2010, from http://www.intestcom.org/
9.	The British Psychological Society (2010). Psychological Testing Centre. Retrieved December 24, 2010, from http://www.psychtesting.org.uk/
10.	The British Psychological Society (2010). Psychological Test Collection. Retrieved December 24, 2010, from http://www.bps.org.uk/hopc/collarch/tests.cfm