

SS2714: PSYCHOLOGICAL TESTING

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Psychological Testing

Subject Code

SS - Social and Behavioural Sciences

Course Number

2714

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS2033 Research Methods for Behavioural Sciences

Precursors

Nil

Equivalent Courses

SS3717 Psychological Testing

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the concepts and theories in psychological testing;	20	x	x	
2	Apply the concepts and theories in developing and validating psychological tests;	20		x	
3	Use psychological tests in a professional and ethical manner;	10	x		
4	Select and use appropriate testing instruments in clinical, educational, organizational, and counselling settings; and	30		x	x
5	Develop culturally valid testing methods.	20	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in Lectures, focusing 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.	1, 2, 3, 5

2	Workshops	Students will actively participate in workshops and apply methods to 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.	3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Test Recommendation and Administration Report	3, 4, 5	20	Students are required to critically evaluate the scales of interest. The use of AI is allowed for generating preliminary ideas and proofreading.	Yes
2	Quizzes	1, 2, 3, 5	40	-	No
3	Project	3, 4, 5	30	Students are required to process the data and critically evaluate the psychometric properties of the data. The use of AI is allowed for generating preliminary ideas and proofreading.	Yes
4	Participation	1, 3, 4, 5	10	Students are required to complete online assessment tasks to check their understanding of the subject matter.	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Field exercise

Criterion

ABILITY to SELECT and USE appropriate psychological tests

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

Quizzes

Criterion

ABILITY to EXPLAIN concepts and theories in psychological testing

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

Project

Criterion

Ability to DEVELOP culturally valid psychological tests

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

Participation

Criterion

Ability to evaluate assessments by applying psychological knowledge and explain their judgements step-by-step.

Excellent (A+, A, A-)

The student can correctly apply integrative knowledge to address the given issue.

Good (B+, B, B-)

The student can correctly apply psychology knowledge to address the given issue.

Fair (C+, C, C-)

The student can describe some psychology knowledge but it is either incorrect or is not really applied to the given issue.

Marginal (D)

The student fails to describe psychology knowledge or shows disorganized presentations of ideas.

Failure (F)

The student demonstrates nothing meaningful.

Part III Other Information

Keyword Syllabus

Reliability, validity, measurement error, norms, T-scores, development and validation of psychometric tests, adaptation and translation of Western tests, assessment approaches and techniques, application and practice of psychological tests in the clinical, educational, occupational, and counselling psychology settings, professional ethics and social issues in psychological testing.

Reading List**Compulsory Readings**

Title	
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.

Additional Readings

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

2	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
3	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
4	Benet, W. E. (2010). Assessment Psychology. Retrieved December 24, 2010, from http://www.assessmentpsychology.com/resources.htm
5	International Test Commission (2008). International Test Commission. Retrieved December 24, 2010, from http://www.intestcom.org/
6	The British Psychological Society (2010). Psychological Testing Centre. Retrieved December 24, 2010, from http://www.psychtesting.org.uk/
7	The British Psychological Society (2010). Psychological Test Collection. Retrieved December 24, 2010, from http://www.bps.org.uk/hopc/collarch/tests.cfm
8	Sharma, S. (1996). Applied multivariate techniques. New York, NY: Wiley. (Ch 5 pp. 90-107, 116-125)