OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: June 1992
COURSE REVISED IMPLEMENTATION DATE: January 2016
COURSE TO BE REVIEWED: January 2021
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

PSYC 306	**Arts/Psychology**	**3**
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Psychological Assessment
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This methods course focuses on the purpose, scope, and mechanics of psychological testing and assessment. Topics include theoretical issues in assessment, methodology of administering tests, relevant measurement and statistics, assessment for specific populations, and an overview of currently used assessment instruments.

PREREQUISITES: PSYC 202 (formerly PSYC 210).
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **25**
Expected frequency of course offerings: Alternate years
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	**Psychology Curriculum Committee**		
Department Head:	**Zoe Dennison**	Date approved:	**February 2014**
Campus-Wide Consultation (CWC)		Date of meeting:	**February 28, 2014**
Curriculum Committee chair:	**Amanda McCormick**	Date approved:	**March 14, 2014**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**March 14, 2017**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**March 28, 2014**

LEARNING OUTCOMES:

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

- Identify and articulate the ethical, sociocultural, philosophical, and methodological issues in psychological assessment
- Demonstrate their understanding of the measurement theory that underlies assessment
- Define and apply techniques for assessing reliability and validity
- Define and demonstrate the process of test development in assignments, papers, and/or projects
- Describe the history, psychometrics, structure, and uses of the main instruments used in psychology and related fields
- Demonstrate critical thinking about assessment issues

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

May include lecture, demonstrations, discussions, audio-visual presentations. This course may also be offered online or as a hybrid.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example of texts might be:]*

Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing principles, applications and issues*. (8th edition), Wadsworth.
Rust, J. & Golombok, S.(2008). *Modern psychometrics: The science of psychological assessment*. New York, NY: Routledge.

Students will also be expected to read significant articles and chapters from books in the literature, for example:

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing.* Washington, DC: American Psychological Association.
Embretson, S. E., & Reise, S. (2000). *Item response theory for psychologists*. Mahwah, NJ: Psychology Press.
Eyde, L., Robertson, G., Krug, S., & the Test User Training Work Group. (1993). *Responsible test use: case studies for assessing human behavior*. Washington, DC: American Psychological Association.
Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). New York, NY: Wiley.
Krueger, R. F., Derringer, J., Markon, K. E., Watson, D., Skodol, A. E. (2012). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine, 42*, 1879-1890.
Hollis-Sawyer, L., Thornton, G. C., Hurd, B., & Condon, M. E. (2009). *Exercises in psychological testing* (2nd ed.). Boston, MA: Allyn & Bacon.
O'Donohue, W., & Ferguson, K. (2003). *Handbook of professional ethics for psychologists: Issues, questions, controversies.* Thousand Oaks, CA: Sage.
Van Ornum, B., Dunlap, L. L., & Shore, M. (2008). *Psychological testing across the lifespan*. Upper Saddle River, NJ: Prentice Hall.

SUPPLIES / MATERIALS:

No special materials required.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Example One: (online or hybrid)

- Test Reviews 20% (2 @ 10%)
- Applied Assignments 45% (9 modules @ 5%)
- Final exam 35%

Example Two: (online or hybrid)

- Test Construction Project 20%
- Module Quizzes 8 @ 2% = 16%
- Applied Assignments 32% (8 modules @ 4%);
- Final exam 32%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week One: Introduction to the course and Review Week
Week Two: Module One: The Foundations of Assessment: History and Philosophy
Reading: Text chapter 1; Reading One
Week Three: Module Two: The Foundations of Assessment: Statistics and Measurement Theory
Reading: Text chapters 2 and 7 ; Reading 2A and 2B
Week Four: Module Two continued
Week Five: Module Three: Norms, Reliability, and Validity
Reading: Text chapters 5; Reading 3A and 3B
Week Six: Module Four: Utility and Test Construction
Reading: Text chapter 3, 4, 13; Reading 4
Test Review Topics Assigned
Week Seven: Module Five: Assessing Intelligence: definitions, issues, tests
Reading: Text chapter 1; Reading 5A and 5B
Week Eight: Module Five continued
Phase 1 Test Reviews Due
Week Nine: Module Six: Ethics and Biases in Assessment
Reading: Text chapter 6, 11
Reading 6
Week Ten: Module Seven: Assessing Personality
Reading: Text chapter 9, 10; Reading 7A and 7B
Phase 2 Test Reviews Due
Week Eleven: Module Eight: Applications of Assessment I (educational testing, career and business assessment)
Reading: Text chapter 8, 10; Reading 8A
Week Twelve: Module Eight continued: Applications of Assessment II (diagnosis)
Reading: Text chapter 9; Reading 8B and 8C
Week Thirteen: Conclusions and exam review
Reading: Text chapter; Reading