Unit of Study Code: PSYC3211

Coordinator: 
Dr. Richard Roberts
Office: Room 408 North Bradham
Phone: 9351 5696
E-mail: richardr@psych.usyd.edu.au

Other Teaching Staff:
Dr. Fiona Hibberd
Office: Room 642 Mungo MacCallum
Phone: 9351 2867
E-mail: fionah@psych.usyd.edu.au

Dr Lazar Stankov
Office: Room 474 Main Quad South
Phone: 9351 2157
E-mail: lazar@psych.usyd.edu.au

Format of Unit: 
1 hour x 2 lectures/week x 13 weeks
1 hour x 1 tutorial/week x 13 weeks

Credit Point Value: 4 Credit Points

Prerequisites: 
12 credit points of Second Year Psychology including PSYC 2112 and PSYC 2114

Assessment: 
Classwork:
A 2,000 words Report, worth 40% of unit total
Due Date: Monday 15th May 2000

Examination:
40% multiple choice and 20% short answer, worth 60% of the unit total

Evaluation of teaching and learning:
Date: 29th May 2000 (week 13)
Type: Questionnaire

Unit of study general description:

This unit will cover fundamental issues in the construction, evaluation, and administration of psychological tests. Students will be given 'hands-on' experience with a variety of psychological instruments including those used for personality, aptitude, and clinical assessment. A variety of psychometric 'skills' (e.g., calculating reliability, the rudiments of scale construction) will also be taught. This unit will conclude with an introduction to state-of-the-art issues in psychological assessment (e.g., the place of confirmatory factor analysis in scale construction, the impact of computers and the WWW on psychological assessment).
Teaching outcomes:

The following are a list of projected teaching outcomes. The course is designed to be fun, fulfilling and challenging.

1. Demonstrate the ability to describe, explain, and evaluate major issues and controversies surrounding Psychological Assessment (e.g., Can we measure human behaviour? Is there a best form of psychological assessment?)
2. Demonstrate the ability to describe, explain, and evaluate the historical antecedents of contemporary Psychological Assessment.
3. Demonstrate the ability to describe, explain, and evaluate each of a number of theoretical approaches to scale and test construction and to critically compare and contrast these approaches.
4. Demonstrate the ability to describe, explain, and evaluate underlying theories of personality, intelligence, interests, attitudes, aptitudes (and the like) and the role that these theories play in Psychological Assessment.
5. Demonstrate the ability to describe, explain, evaluate, and apply basic psychometric principles, and to especially understand the concepts of reliability and validity.
6. Demonstrate the ability to describe, explain, evaluate, and apply the major ethical issues underlying Psychological Assessment.
7. Demonstrate the ability to describe, explain, evaluate, and to perhaps even apply psychological tests in a range of assessment contexts.
8. Demonstrate the ability to design, describe, explain, evaluate, and apply principles of Psychological Assessment in an empirical context.

Evidence of learning:

We are actually going to discuss these with you (the ‘client’) before giving you a formal document outlining these outcomes. It is actually a very good assessment exercise that we will discuss in class.

SYLLABUS

Introduction. It has been claimed that psychological tests represent the most important practical contribution that psychology has made to modern society. Indeed, knowledge of the principles underlying psychological tests is pertinent to the vast majority of professional careers in psychology. The student participating in this course: (a) will gain ‘hands-on’ experience with the administration, scoring, and interpretation of psychological tests, and (b) obtain an understanding of the many conceptual and methodological issues comprising the domain of psychological assessment.

Course Outline. The lecture (and tutorial) program will cover topics listed below.

1. Introduction to Psychological Assessment

   a. The Many Uses (and Abuses) of Psychological Tests.
   c. Principles for Administering a Psychological Test.
   d. Understanding the Experimenter-Participant ‘Relationship’.

2. Introduction to Psychometrics (and other Technical Criteria)

   a. Psychometrics. The concepts of reliability and validity, and how these are crucial in psychological assessment. (The approach adopted here will be a more ‘hands-on’ approach to psychometric issues than that covered in PSYC 3201).
   b. Comparability of Test Scores. Scaling, norming, and equating procedures.
   c. Factor Analysis. An important technical tool (i.e., statistical method) in test appraisal and test construction.
3. The Varieties of Psychological Assessment I: Ability Testing

b. Individual Tests. (i) Stanford-Binet Intelligence Scales. (ii) Wechsler Scales. (Note that because both (i) and (ii) have been covered in previous years discussion of these instruments will center largely on revision, although depending on availability to the Australian ‘market’, some time may be spent introducing (and discussing) the ‘new’ WAIS-III. (iii) Woodcock-Johnson Tests of Cognitive Ability – this scale will be discussed in relation to the theory of fluid and crystallized intelligence, upon which it is based. (iv) Das-Naglieri Cognitive Assessment System.
c. Tests for Special Populations. (i) Infant and preschool testing – (examples will include the Bayley Scales of Infant Development). (ii) Multicultural testing – is it possible to develop ‘culture-free’ measures of cognitive ability? (iii) Testing people with various disabilities.

4. The Varieties of Psychological Assessment II: Personality Testing

d. Projective Techniques. The nature of projective techniques – more than meets the eye?! (i) The Rorschach. (ii) Thematic Apperception Test. (iii) Word Association Tests. (iv) Performance Techniques (e.g., Draw-a-Person Test).
e. Other Techniques. (i) Measures of cognitive style. (ii) Interviews (structured or otherwise). (iii) Biodata.

5. Applied Psychology: The Importance of Psychological Tests

a. Educational Testing. (i) Achievement, (ii) Competency, and (iii) ‘Tertiary-Level’ tests (e.g., Scholastic Assessment Tests). In discussing this latter type of test, relative strengths (and weaknesses) in selecting students to universities in the US (relative to Australia) are brought to attention.
c. Clinical and Counseling Psychology.
d. Neuropsychological Assessment.


a. Ethical Considerations in Psychological Testing.
e. Summary and Conclusions.
TIMETABLE

N.B. There may be some special guest lecturers from time to time that will be announced in class.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
</table>
| 1    | 1. Introduction to Assessment  
      2. Definitions, Tests, Inventories, and Questionnaires | Being a Participant, Ethical Issues, and the Good, the Bad psychological |
| 2    | 3. The History of Intelligence Assessment  
      4. The History of Personality Assessment | Validating the Lark-Owl Chronotype Indicator (LOCI): Introduction; Report Writing |
| 3    | 5. The History of Other Forms of Assessment  
      6. Introduction to Psychometric Issues: Reliability | Validating the Lark-Owl Chronotype Indicator (LOCI): Field Testing and Methodology |
| 4    | 7. Introduction to Psychometric Issues: Validity  
      8. Introduction to Psychometric Issues: Factor Analysis | Validating the Lark-Owl Chronotype Indicator (LOCI): Data Entry |
| 5    | 9. Ethical Issues in Psychological Assessment  
      10. Major Theories Underlying Ability Assessment | Validating the Lark-Owl Chronotype Indicator (LOCI): Discussion and Conclusions |
| 6    | 11. Ability Assessment: WAIS-III  
| 7    | 13. Ability Assessment: SB-IV  
| 8    | 15. Other Forms of Ability Assessment  
      16. Major Theories Underlying Personality Assessment | Emotional Intelligence: Can it be Measured? |
| 9    | 17. Personality Assessment: Projective Techniques I  
      18. Personality Assessment: Projective Techniques II | Projective vs Objective Personality Assessment |
      19. Personality Assessment: Self-Report Measures II | Attitude and Interests Assessment |
| 11   | 21. Other Forms of Psychological Assessment  
| 13   | 25. Computers, WWW, and Testing  
      26. Future Trends, Prospects and Limitations | The 3Rs: Review, Revision, Recapitulation |

TEXT


Earlier editions (the library has plenty) are pretty good, but tend to focus on psychological tests that have become somewhat outdated.
REFERENCES


Ackerman, P. L., & Heggestad, E. D. (1997). Intelligence, personality, and interests: Evidence for overlapping traits. Psychological Bulletin, 121, 219-245.


