**PSY-301 Psychological Assessment & Testing**

| Resource Person: | Sumaira Ayub |
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| School & Department | School of Professional Psychology Department of Applied Psychology |
| Consultation Hours | Tuesday: 2:00 pm – 5.00 pm  Wednesday: 2.00 pm – 5.00 pm  Friday: 2.00 pm – 5.00 pm |
| Degree Program: | BS Psychology |
| Section: | A |
| Semester: | 5th |
| Course Pre-requisite(s): | Basic knowledge of Psychology |
| Credit Hours: | 3+1 |
| Course Type: (Theory/Lab) | Theory+ Lab |
| Venue/Day/Time: | Friday (CB1-703B), 1st-2nd Slots |
| Course URL (if any): | NA |

| 1. **Faculty Profile / Introduction** |
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| Academically, she is a PhD Scholar at the Institute of Applied Psychology, University of the Punjab, Lahore. She has done her master’s in philosophy (MPhil) from the same institute at PU with distinction (Gold-Medal). Teaching and Research is her passion. She has been engaged in Teaching and Research for about more than Seven years. She has taught in various Universities as a Visiting Lecturer and also worked as a Research associate at the University of the Punjab and Mayo Hospital. Talking about the University of Management and Technology, she joined this university in February 2020. During this period, she has been working on quality teaching and research in the institution. |

| 1. **Course Description:** |
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| In this course, the students will learn basic concepts of psychological testing and assessment, psychometric requirements/qualities of tests as well as related statistics. This course explores the theory and techniques of administering, scoring, and interpreting psychological tests. The course is divided into three sections. The first section involves the essentials of psychometric principles that apply to all types of psychological tests. The second section focuses on issues related to administering, scoring, and interpreting the tests. The third section pertains to hands-on experience in taking and administering psychological tests in a rudimentary simulation of a testing situation. The students will learn to score and interpret the simulated tests on themselves/fellows and will write an assessment report. |

| 1. **Course Teaching Methodology:** |
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| The following learning methodologies will be employed to teach this course:   * Reading Notes * Powerpoint Lectures * Class Discussions * Class Activities * Projects * Creative Assignments * Presentations * Report Writing |

| 1. **Program Educational Objectives (PEOs):** | |
| --- | --- |
| PEO-1 | Graduate will be able to describe and apply concepts and theories relevant to the disciplines of psychology. |
| PEO-2 | Graduate will demonstrate effective written and oral skills in various formats. |
| PEO-3 | Graduate will be able to conduct and evaluate research addressing psychology related issues. |
| PEO-4 | Graduate will demonstrate ethical behavior in all aspects of psychology. |
| PEO-5 | Graduates will exhibit a life-long learning approach towards life with psychological science |

| 1. **Program Learning Outcomes (PLOs):**   **After completing this degree program, students shall be able to:** | | |
| --- | --- | --- |
|  | | **Mapping the PLOs with PEOs** |
| PLO-1 | **Psychology Knowledge:** The students will have a good knowledge and understanding of the subject and its implication in different areas and to apply knowledge of Psychology to both theoretical and practical social problems. | PEO1 |
| PLO-2 | **Communication:** The students will demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc. | PEO2 |
| PLO-3 | **Research:** An ability to identify, formulate, search literature, and analyze complex social and psychological problems reaching substantiated conclusions using ethical principles related to its sub-fields. | PEO3 |
| PLO-4 | **Ethics:** Apply ethical principles to practice psychology in the community. Understanding ethical practice and best practices as psychologists. | PEO4 |
| PLO-5 | **Life-Long Learning:** Able to develop significant professional goals for life after being graduate. An ability to recognize the importance of psychology and its implacability in their personal and professional lives. | PEO5 |

| **Knowledge** | **Skills** | **Ethics** |
| --- | --- | --- |
| 20 % | 60% | 20 % |

| 1. **Course Learning Objectives (COs)** | |
| --- | --- |
| CO-1 | Learn basic concept of Psychological Testing and Assessment, psychometric requirements / qualities of tests as well as related statistics |
| CO-2 | Acquire skills about use of tests; its administration, scoring and interpretation |
| CO-3 | Understanding among students about ethical, legal & social issues relating to test practice |
| CO-4 | For writing a psychological report, to administer psychological tests on themselves/fellows in a rudimentary simulation of a testing situation and to score and interpret the simulated tests |

| 1. **Course Learning Outcomes (CLOs):**   **After completing this course, students shall be able to:** | | |
| --- | --- | --- |
|  | | **Mapping the CLOs with PLOs** |
| CLO-1 | Demonstrate solid basic knowledge of quantitative research methodology in psychology and critically evaluate different approaches | PLO1 |
| CLO-2 | Read, comprehend, and explain research articles in their academic discipline. | PLO2 |
| CLO-3 | Make decisions about the appropriate use of basic research techniques and research design as they apply to answering different psychological questions. | PLO3 |
| CLO-4 | Utilize specific research skills as they relate to the development and implementation of research designs in psychology, including experimental manipulation, operationalizing variables, measurement, and making decisions about validity and reliability. | PLO4 |
| CLO-5 | Effectively interpret and communicate research findings. | PLO5 |

| 1. **Assurance of Learning and Assessment Items:**   *Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* | |
| --- | --- |
| **Assessment Item** | **Application/ Objectives**  **PLO / CLO** |
| Assignment 1 | **CLO1/ PLO1** |
| Assignment 2 | **CLO2/PLO2** |
| Class Activity 1 | **CLO1/ PLO1** |
| Class Activity 2 | **CLO3, PLO3** |
| Quiz 1 | **CLO3/ PLO3** |
| Quiz 2 | **CLO4/ PLO4** |
| Presentations | **CLO5, PLO5** |
| Mid Term Exam | **CLO2/PLO2, CLO4/PLO4** |
| Final Exam | **CLO5/PLO1-5** |

| 1. **Assessment Structure and Grading Policy\*:** | | |
| --- | --- | --- |
| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 10 % | 4th week & 12th week |
| Assignments | 10% | 3rd week & 11th week |
| Class Activities | 5% | 3rd week & 13th week |
| Presentations | 10% | After mid-terms exam (from 9th week till 13th week) |
| Mid-term exam | 25% | One-time assessment |
| Final exam | 40% | One-time assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(Such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * Student who is not present in class will be marked as ABSENT despite of any justification. * Attendance will be marked 10 minutes after the class time. Students entering class after 10 minutes will be marked as absent. * Students who have less than 80% attendance will be assigned SA grade and will not be allowed to sit in class. * There will be no delay in the submission of assignments and conduction of quizzes or presentations. * Assignments will be assessed for plagiarism and will be marked accordingly. * Using or ringing of mobile phone during class will lead to penalty * Students will review LMS weekly for the announcements and updates * All the students have right to participate in class discussions. There are no stupid questions. Learning is a two-way process. There will be no leg pulling. * PNS Rule: Students will give feedback in terms of positive or negative aspect and one suggestion. * If any class is missed due to any reason, a makeup class will be arranged in the following week. | | |

*\*Rubrics for all assessments (including mid and final exams) will be provided separately to the students.*

| 1. **Weekly Sessions Plan:** | | | |
| --- | --- | --- | --- |
| **Week** | **Topics / Contents** | **Activity** | **Application/Objectives**  **PLO / CLO** |
| 1 | **Introduction to Psychological Testing**:  Definition of Test  Further distinctions in testing  Types of testing  Uses of testing, | Lecture + discussion | PLO1, CLO1 |
| 2 | Factors influencing the soundness of testing.  History of testing  Assumptions Underlying Psychological Testing | Lecture + discussion | PLO1, CLO1 |
| 3 | **Psychological Measurement & Correlation**  Norms Percentile, T & Z standard score, Age related norms, Descriptive Statistics; Mean, SD, Scoring distributions. Criterion- referenced tests  **Correlation**: Concept and computation, use in evaluating psychometric properties of a test | Lecture + discussion  Class activity: Norm Vs. Criterion referenced test  Quiz -1  Assignment 1 | PLO2, CLO2 |
| 4 | **Concept of Reliability**  Reliability coefficient  Reliability as internal consistency  Item response theory  The new rules of Measurement  Special circumstances in the Estimation of Reliability | Lecture + discussion  Class activity: Reading the content from book | PLO2, CLO2 |
| 5 | Reliability types: Test-Retest, Split –Half & Alpha Test-score theory,  Error of measurement, sources of errors in scores,  Concept of True & Raw Score, Methods of reliability,  How high should reliability be? | Lecture + discussion  Feedback on quiz  Quiz 2  Assignment 2 | PLO3, CLO3, |
| 6 | **Basic Concept of Validity**:  Content validity,  Criterion-related validity,  Construct validity.  Approaches to Construct validity, extra validity Concerns and widening the scope of Test validity | Lecture + discussion  Class activity: Reading the content from book | PLO4, CLO4 |
| 7 | **Test Administration**  Standardized procedures in Test Administration  Test-taker Examiner relationship, influence of examiner, background, and motivation of the examinee  Qualification & Training of Tester, Language of Test-Taker, Reactivity & expectations | Lecture + discussion  Quiz 3  Assignment 3 | CLO4/ PLO4 |
| 8 | **Test Development and Adaptation**  Definition of test  Selecting a scaling method  Representative scaling method  Constructing the items, ways of item construction Item writing(language) & Item-analysis, Item functioning /characteristics Curve  Testing the items  Revising the test  Publishing the test | Lecture + discussion  Quiz 4 | CLO1, CLO2, CLO3, CLO4, PLO1, PLO2, PLO3, PLO4 |
| 9 | **MIDTERM** |  |  |
| 10 | **The Assessment of Intelligence**  Definition & Theories of Intelligence, IQ Tests: The Binet’s Scale, Wechsler Adult Intelligence  Scales –WAIS, Individual and group ability tests--- DAT & Quick Otis  **Activity:** Administration of Otis Ability Test and Scoring exposure till report Writing | Lecture + discussion  Presentation | PLO3, CLO3, |
| 11 & 12 | **Personality Testing**  What are the structures of personality tests? The Big Five Model of Personality & MMPI  Projective Tech: TAT, Incomplete Sentence Test  **Activity:** Administration of EPPS and Scoring exposure till report Writing | Lecture + discussion  Presentation | PLO4,CLO4 |
| 13 | **Testing and Assessment in Action**  Clinical and Counseling Assessment, Neuropsychological Assessment, Application in Educational Settings, Computer based testing, Assessment, Careers, and Business  **Activity:** Administration of RISB and Scoring exposure till report Writing | Lecture + discussion  Presentation  Assignment 4 | PLO5,CLO5 |
| 14 | **Industrial, Organizational and career assessment**  The role of testing in personnel selection, auto biographical data, the employment interview, cognitive ability test, personality test, paper and pencil integrity tests, work sample and situational exercises | Lecture + discussion  Class Activity 2 | PLO5, CLO5 |
| 15 | **Assessment for Career Development**  Career development and functions of work  Origins of career development theories  Inventories for career assessment  Inventories for interest assessment | Lecture + discussion  Assignment 3  Quiz 5 | CLO5/ PLO5, |
| 16 | **Submission of Final Reports** | Lecture + discussion | CLO5/PLO5 |
|  | **FINAL TERM EXAMINATION** |  | CLO, PLO |

| 1. **Primary Text Book (s):** |
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| * Shaughnessy, J. J., Zechmeister, E. B., Zechmeister, J. S. (2012). Research Methods in Psychology (9th ed.). New York: McGraw-Hill Education |

| 1. **Reference / Supplementary Reading (s):** |
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| * Cohen, R.J., & Swerdlik,M. (2010). Psychological testing and assessment: an introduction to tests and measurement with student workbook (7 Ed) McGraw-Hill. * Kaplan, R.M. & Saccuzzo, D.P. (2016). Psychological testing: Principles, application & issues (9th Ed.), Belmont: Wadsworth. * Gregory, R. J. (2004). Psychological testing: History, principles, and applications. Allyn & Bacon. * Groth-Marnat, G. (2009). Handbook of psychological assessment. John Wiley & Sons. |