

M: Course Objectives / Learning Outcomes

Students will demonstrate an understanding of:

1. Historical and cultural contexts of and consequent implications for the assessment process
2. Statistical concepts of particular importance to psychological assessment, including reliability, validity and utility, normal distributions, standardization
3. The process of test development

Students will be able to interpret, calculate or apply statistics of particular importance to psychological testing.

Students will be able to articulate and apply relevant ethical principles.

Students will be able to describe current practices in psychological assessment across a range of service-provision contexts: education and training, forensics, workplace, healthcare, clinical/counseling, neuropsychological.

N: Course Content:

1. Historical overview and implications of cultural context for psychological assessment
2. Ethical principles
3. Assessment as an integrative process
4. Reliability, validity, utility considerations
5. Test development
6. Normal distributions, normative samples, standardization and the meaning of individual scores
7. Statistics of particular importance to psychological testing
8. Psychological assessment applications in:
 - a. education and training
 - b. forensics
 - c. the workplace
 - d. healthcare
 - e. psychodiagnostics and psychological treatment
 - f. neuropsychology

O: Methods of Instruction

The primary methods of instruction will be lecture, with intermingled group activities, case study presentations, audiovisual media and guest lectures.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. An example of an appropriate text is:

Cohen and Swerdlik (2009) *Psychological Testing and Assessment*. McGraw Hill publishers.
Aiken and Groth-Marnat (2006) *Psychological Testing and Assessment*. Pearson.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and include some of the following:

1. multiple choice, short answer exams
2. term paper: mock integrative psychological assessment report
3. brief written assignments
4. active participation

The instructor will provide a written course outline with specific evaluation criteria at the beginning of semester.

An example of a possible evaluation scheme is as follows:

Integrative assessment report:	20%
Five exams at 14% each:	70%
Written assignments:	
1. Acculturation	2.5%
2. Career personality reflection	2.5%
Participation:	5%
Total	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer: Donald Meen, Ph.D., R.Psych.

Education Council / Curriculum Committee Representative

Interim Dean: Catherine Carlson, Ph.D.

Registrar