

Program	BS (4 Years)	Course Code	APSY-352	Credit Hours	3
Course Title	Psychological Assessment				
Course Introduction					
<p>This course aims to introduce students to the principles and practice of psychological assessment. Students will become familiar with the uses, applications, strengths and limitations of a variety of assessment instruments and methods and will learn rules in both assessment planning and administration. The course will focus on a number of widely used assessment techniques and tests of intellectual ability, work aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment. Students will also learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Upon completion of this course the students will be able to: 2. Demonstrate theoretical and practical knowledge of psychological testing and test construction. 3. Administer, score and interpret results of different psychological tests. 					
Course Contents					
<p>Psychological Test Definition and nature of psychological test; Uses and types of psychological test Psychological testing and assessment; Ethical, legal and professional issues in assessment</p> <p>Test Construction and Standardization Different taxonomies of test development; Types of items; General guidelines for writing items Item writing and item analysis; Approaches of item writing; Types of item analysis Item difficulty index, item discrimination index; Item response theory, item characteristics curve</p> <p>Characteristics of a Test</p> <p>Reliability Concept of reliability; Types and measurement of reliability; Standard error of measurement</p> <p>Validity Meaning and purpose; Types and assessment of validity; Standard error of estimate</p> <p>Test Norms Definition and types of norms; Development of norms; Within group norms; Norm referenced test vs. criterion reference tests</p> <p>Types of Testing</p> <p>Ability Testing Intelligence – Nature and meaning/different viewpoints; types of intelligence tests: Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale; Raven’ Progressive matrices Aptitude tests</p> <p>Personality Testing</p>					

Objective Personality Testing

Minnesota Multiphase Personality Inventory (MMPI)
Sixteen Personality factors Questionnaire (16PF)
The Big Five Personality Traits
Eysenck Personality Questionnaire

Projective Techniques

Thematic Apperception Test (TAT), Rorschach Inkblot Test
House Tree Person (HTP), Sentence Completion Tests

Neuropsychological and Diagnostic Testing

Introduction to neuropsychological assessment
Types of neuropsychological tests: Halsted Battery, Luria Nebraska Battery, Dysexecutive Functioning test, Neurological Functioning inventory, Wisconsin Card sorting technique.
Assessing psychiatric conditions, anxiety, depression, OCD

Textbooks and Reading Material

2.1 Books

- Aiken, L. R. & Groth-Marnat, G. (2006). *Psychological testing and assessment*. UK: Allyn & Bacon, Inc.
- Anastasi, A. (2010). *Psychological testing* (7th ed.). New Delhi: PHI Learning.
- Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological testing and assessment*. (6th ed.). New York: McGraw-Hill.
- DeGregorio, R.A. (2007). *New developments in psychological testing*. NY: Nova Publishers
- Domino, G. & Domino, M.L. (2006). *Psychological testing: An introduction*. (2nd ed.). UK: Cambridge University Press.
- Edward, S.N. & Fawcett, C.R. (2010). *Essentials of testing & assessment*. USA: Brooks /Cole.
- Goldfinger, K. (2010). *Psychological assessment and report writing*. Los Angeles: Sage.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment*. UK: John Wiley & Sons.
- Loewenthal, K. M. (2001). *An introduction to psychological tests and scales*. USA: Psychology Press.
- Neukrug, E. S. (2010). *Essentials of testing and assessment* (2nd ed.). Australia: Brooks/Cole.
- Teglassi, H. (2010). *Essentials of TAT and other storytelling assessments* (2nd ed.). NJ: John Wiley and Sons.
- Hogan, T. P. (2019). *Psychological testing: A practical introduction*. John Wiley & Sons.
- Miller, L. A., & Lovler, R. L. (2018). *Foundations of psychological testing: A practical approach*. Sage publications.

2.2 Journal Articles/ Reports

- Barkley, R. A. (2019). Neuropsychological testing is not useful in the diagnosis of ADHD: Stop it (or prove it)!. *The ADHD Report*, 27(2), 1-8.
- Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological assessment*, 31(12), 1412.
- Kyriazos, T. A., & Stalikas, A. (2018). Applied psychometrics: the steps of scale development and standardization process. *Psychology*, 9(11), 2531.
- Melson-Silimon, A., Harris, A. M., Shoenfelt, E. L., Miller, J. D., & Carter, N. T. (2019). Personality testing and the Americans with Disabilities Act: Cause for concern as normal and abnormal personality models are integrated. *Industrial and Organizational Psychology*, 12(2),

119-132.

- Plieninger, H., & Heck, D. W. (2018). A new model for acquiescence at the interface of psychometrics and cognitive psychology. *Multivariate behavioral research*, 53(5), 633-654.
- Watters, C. A., & Bagby, R. M. (2018). A meta-analysis of the five-factor internal structure of the Personality Inventory for DSM-5. *Psychological Assessment*, 30(9), 1255.

Note:- It is preferable to use latest available editions of books.

Teaching Learning Strategies

- 1 Lectures/Tutorials
- 2 Semester work
- 3 Class participation /Presentation
- 4 Assignments/Class Projects
- 5 Quizzes

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.