

SS5794: PSYCHOLOGICAL TESTING

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Psychological Testing

Subject Code

SS - Social and Behavioural Sciences

Course Number

5794

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS5783 Psychological Research Design and Analysis

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will cover the basic principles on testing and measurement of psychological constructs, test construction and validation, and test administration for personality, clinical, educational, and organizational assessment.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain the concepts of psychometric theories in psychological testing;	20	x	x	
2	Apply the concepts of psychometric theories in the development and validation of psychological tests;	20	x	x	x
3	Use appropriate testing instruments in various settings, including clinical/counselling, educational, and organizational settings;	30	x	x	x
4	Construct and develop culturally valid testing methods; and	20	x	x	x
5	Use psychological testing in a professional and ethical way;	10	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will focus on the explanation of pertinent concepts and theories in psychological testing. Students are encouraged to brainstorm and share their innovative ideas about psychological tests in the lectures.	1, 2, 3, 5

2	Workshops	Workshops will mainly include the practical applications of methods in psychological testing. Students will have the opportunity to critically evaluate the strengths and weaknesses in various psychological tests that are frequently used in the clinical, occupational, educational, and counselling contexts.	3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Field exercises	20	
2	Quizzes	40	
3	Project	30	
4	Participation	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Field Exercise (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to select an appropriate psychological test based on psychometric evidence. Ability to administer a psychological test in an appropriate and ethical manner.

Excellent

(A+, A, A-) Strong evidence for the ability to select an appropriate psychological test based on psychometric evidence. Strong evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Good

(B+, B, B-) Good evidence for the ability to select an appropriate psychological test based on psychometric evidence. Good evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Fair

(C+, C, C-) Fair evidence for the ability to select an appropriate psychological test based on psychometric evidence. Fair evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Marginal

(D) Poor evidence for the ability to select an appropriate psychological test based on psychometric evidence. Poor evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Failure

(F) Insufficient evidence for the ability to select an appropriate psychological test based on psychometric evidence.
Insufficient evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Assessment Task

Quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Understanding of the concepts of psychometric theories and the appropriate application of psychological tests.

Excellent

(A+, A, A-) Excellent demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Good

(B+, B, B-) Good demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Fair

(C+, C, C-) Fair demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Marginal

(D) Poor demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Failure

(F) Insufficient demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Assessment Task

Project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to conduct and present a validation study of a translated psychological test.

Excellent

(A+, A, A-) Strong evidence for the ability to conduct and present a validation study of a translated psychological test.

Good

(B+, B, B-) Good evidence for the ability to conduct and present a validation study of a translated psychological test.

Fair

(C+, C, C-) Fair evidence for the ability to conduct and present a validation study of a translated psychological test.

Marginal

(D) Poor evidence for the ability to conduct and present a validation study of a translated psychological test.

Failure

(F) Insufficient evidence for the ability to conduct and present a validation study of a translated psychological test.

Assessment Task

Field Exercise (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to select an appropriate psychological test based on psychometric evidence. Ability to administer a psychological test in an appropriate and ethical manner.

Excellent

(A+, A, A-) Strong evidence for the ability to select an appropriate psychological test based on psychometric evidence. Strong evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Good

(B+, B) Good evidence for the ability to select an appropriate psychological test based on psychometric evidence. Good evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Marginal

(B-, C+, C) Fair to limited evidence for the ability to select an appropriate psychological test based on psychometric evidence. Poor evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Failure

(F) Insufficient evidence for the ability to select an appropriate psychological test based on psychometric evidence. Insufficient evidence for the ability to administer a psychological test in an appropriate and ethical manner.

Assessment Task

Quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Understanding of the concepts of psychometric theories and the appropriate application of psychological tests.

Excellent

(A+, A, A-) Excellent demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Good

(B+, B) Good demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Marginal

(B-, C+, C) Fair to limited demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Failure

(F) Insufficient demonstration of the understanding of the concepts of psychometric theories and the application of psychological tests.

Assessment Task

Project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to conduct and present a validation study of a translated psychological test.

Excellent

(A+, A, A-) Strong evidence for the ability to conduct and present a validation study of a translated psychological test.

Good

(B+, B) Good evidence for the ability to conduct and present a validation study of a translated psychological test.

Marginal

(B-, C+, C) Fair to limited evidence for the ability to conduct and present a validation study of a translated psychological test.

Failure

(F) Insufficient evidence for the ability to conduct and present a validation study of a translated psychological test.

Part III Other Information

Keyword Syllabus

Measurement issues: measurement reliability and validity, measurement error, norms and T-scores; development and validation of psychometric tests, adaptation and translation of Western tests; assessment approaches and techniques: direct behavioural observation, checklists and rating scales, structured diagnostic interview, projective techniques, self-report tests, assessment centres; application and practice of psychological tests in the clinical, educational, occupational, and counselling psychology settings; professional ethics and social issues in psychological testing.

Reading List

Compulsory Readings

Title	
1	Cohen, R. J., Swerdlik M. E., & Sturman, E. D. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). New York, NY: McGraw-Hill.
2	Geisinger, K. F. (2003). Testing and assessment in cross-cultural psychology. In J. R. Graham & J. A. Naglieri (Eds.), Handbook of psychology: Assessment psychology (Vol. 10, pp. 95-117). Hoboken, New Jersey: John Wiley & Sons. (Ebook available in CityU, http://onlinelibrary.wiley.com/doi/10.1002/0471264385.wei1005/full)

Additional Readings

Title	
1	Sharma, S. (1996). Applied multivariate techniques. New York, NY: Wiley. (Ch 5 pp. 90-107, 116-125)
2	American Board of Assessment Psychology (2010). American Board of Assessment Psychology. Retrieved December 24, 2010, from http://www.assessmentpsychologyboard.org/
3	American Psychological Association (2010). The Committee on Psychological Tests and Assessment (CPTA). Retrieved December 24, 2010, from http://www.apa.org/science/leadership/tests/test-security.aspx
4	American Psychological Association (2010). The Standards for Educational and Psychological Testing. Retrieved December 24, 2010, from http://www.apa.org/science/programs/testing/standards.aspx
5	Benet, W. E. (2010). Assessment Psychology. Retrieved December 24, 2010, from http://www.assessmentpsychology.com/resources.htm
6	International Test Commission (2008). International Test Commission. Retrieved December 24, 2010, from http://www.intestcom.org/
7	The British Psychological Society (2010). Psychological Testing Centre. Retrieved December 24, 2010, from http://www.psychtesting.org.uk/
8	The British Psychological Society (2010). Psychological Test Collection. Retrieved December 24, 2010, from http://www.bps.org.uk/hopc/collarch/tests.cfm