

EFFECTIVE: MAY 2011 CURRICULUM GUIDELINES

A.	Division:	EDUCATION]	Effective Date:		MAY 2011	
В.	Department / Program Area:	PSYCHOLOGY/ FACULTY OF HUMANITIES AND SOCIAL SCIENCES		Revision:		New Course:	X
C:	PSYC 43	60 D: PSYCHOLO		If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision Development: AL ASSESSMENT	ion	E: 3	
				tive Title		Semester Credi	to
F:	Subject & Course No. I Calendar Description:		escrip	tive Title		Semester Credi	ıs
	This course provides students with an introduction to the fundamental principles guiding the psychological assessment process, across the range of current applications. The historical-cultural context and relevant ethical principles are considered. Psychological assessment is presented as an integrative and multi-method process which includes structured tests. Key issues of reliability, validity and utility will be addressed. Applications in education and training, forensic, workplace, health care, clinical and counseling, and rehabilitation contexts will be considered, with an overview of current assessment practices.						
G:	Allocation of Contact Hours to Type of Instruction			Course Prerequisites	s:		
	/ Learning Settings Primary Methods of Instructional Delivery and/o Learning Settings:			PSYC 2300			
	Lecture Number of Contactor each descriptor	t Hours: (per week / semester	I:	Course Corequisites NONE) :		
	Lecture 4 h Number of Weeks	rs. per week/semester per Semester:	J:	Course for which th NONE	is Cou	rse is a Prerequisite	
	15		K:	Maximum Class Siz	æ:		
				35			
L:	PLEASE INDICATE:						
	Non-Credit						
	College Credit Non-Transfer						
	X College Credit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)						

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 cour semester.	se outline with specific evaluation criteria at the beginning of					
An example of a possible evaluation sche	An example of a possible evaluation scheme is as follows:					
Integrative assessment report:	20%					
Five exams at 14% each: Written assignments:	70%					
1. Acculturation	2.5%					
2. Career personality reflection	2.5%					
Participation:	5%					
Total	100%					
R: Prior Learning Assessment and Recogniti	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					
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