



# PSYC332

## Principles of Psychological Assessment

S1 Day 2015

*Department of Psychology*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	9
<a href="#"><u>Graduate Capabilities</u></a>	10
<a href="#"><u>Changes since First Published</u></a>	14

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Lorna Peters

[lorna.peters@mq.edu.au](mailto:lorna.peters@mq.edu.au)

Contact via [lorna.peters@mq.edu.au](mailto:lorna.peters@mq.edu.au)

C3A 712

Credit points

3

Prerequisites

PSY248 and (PSY234 or PSY246)

Corequisites

Co-badged status

Unit description

This unit is concerned with the assessment of individual differences in intelligence and personality through the use of appropriate psychological tests. Important principles of psychological measurement and assessment are covered, including: standardisation, norms, reliability, test development and validation. The practical program emphasises test development and test administration; scoring and interpretation; and highlights current issues in the use and interpretation of tests.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the historical and theoretical basis of psychological testing

Remember, understand, and apply statistical procedures to describe the psychometric properties of a test

Generate a psychological test and examine its adequacy using empirical procedures

Understand the theoretical and empirical bases of psychological tests used to assess the main domains of cognition and personality

Understand the application of psychological tests in a variety of domains of psychological

practice (e.g., organisational and clinical contexts)

## General Assessment Information

### Online Quizzes

Students who, due to medical or other extenuating circumstances, are unable to complete an online quiz by the submission deadline must make a request in writing (for example, an email or letter), supported by documentary evidence, for that online quiz to be excluded from their marks for the unit. The request should be addressed to the Unit Convenor (Dr Lorna Peters) and submitted directly to the Unit Convenor no later than 5 working days after the missed online quiz. Where the circumstances for not completing the online quiz are deemed by the Unit Convenor to meet the University's definition of serious and unavoidable disruption to study (which can be found at [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)), the total mark for online quizzes will exclude the missed quiz. Otherwise, students will be given a mark of zero for the missed quiz.

### Midsession Exam

Students who are unable to attend the midsession exam at the specified time must advise the Faculty of Human Sciences Student Services Centre via [ask.mq.edu.au](http://ask.mq.edu.au) and must also apply for Special Consideration through [ask.mq.edu.au](http://ask.mq.edu.au) and submit appropriate supporting documents. Original documents need to be presented at the Student Centre. This should be done within five (5) working days from the day of the midsession examination. The unit convenor will determine eligibility for a late midsession exam and eligible students will be notified via email (using the official university email address for the student) about the time (likely to be in the Midsession break) and location of the late midsession exam. The format of a special examination is at the unit convenor's discretion and is subject to change from the original midsession examination. There will be only one alternative time.

### Written Report

Penalties will be levied for late submission of the assignment and for exceeding the word limit.

- Lateness. Unless you have medical (or other) documentation verifying illness prior to the due date and covering all of the days that the assignment is late, late assignments will be penalised at the rate of 5% of the maximum assignment mark (i.e., 35/100) for every day late. That is, 1.75 marks will be deducted from the assignment mark for every day the assignment is late. Late assignments will not be accepted after feedback has been made available via iLearn. If you have documentation supporting late submission, you must request an extension (see below) – **do not simply attach medical certificates to your submitted assignment.**
- Exceeding the word limit. The assignment has a strict word limit of 1500 words (double spaced, Times New Roman 12 point font, 2.54 cm margins). Penalties for writing over the word limit will be levied: 5% of the maximum assignment mark (i.e., 35/100) for every

100 words written over the word limit. The word limit excludes the title page, tables and figures, and References pages. So, for example, if you write 100-199 words over the word limit, you will have 1.75 marks deducted from your assignment mark, if you write 200-299 words over the word limit, you will have 3.5 marks deducted from your assignment mark, etc.

Requests for extensions:

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](mailto:ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the Student Centre will make all decisions regarding extensions. Neither individual tutors nor the unit convenor will grant extensions. **All requests for extensions must be made prior to the due date for the assignment.** If an extension is granted **the approval must be emailed to the Unit Chair.** Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Online Quizzes</a>	10%	10am each Wednesday
<a href="#">Midsession Exam</a>	20%	Week 6
<a href="#">Written Report</a>	35%	Week 7
<a href="#">Final Exam</a>	35%	During the Examination Period

### Online Quizzes

Due: **10am each Wednesday**

Weighting: **10%**

Brief online quizzes will be available to students via iLearn for one week after each lecture. These online quizzes will contain a few multiple-choice questions that will test students' ability to remember and understand the core concepts from the lecture (Learning outcomes 1-6). Students will be provided with feedback on their own performance at the end of the week in which the quiz is available. The scores you obtain on the quizzes will be counted in your final mark for the unit if the scores optimize your mark. If included, quizzes will be worth 10% of your final mark on the unit. While the score for quizzes may not be included in your final mark (if you gain a better mark without them included), it is highly recommended that you complete the quizzes, as they will allow you to assess your progress in learning the unit content.

On successful completion you will be able to:

- Understand the historical and theoretical basis of psychological testing
- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test
- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the theoretical and empirical bases of psychological tests used to assess the main domains of cognition and personality
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

## Midsession Exam

Due: **Week 6**

Weighting: **20%**

A midsession exam will be conducted during the lecture in Week 6. **All** students must ensure that they are available to be on campus at that time. There is no separate arrangement available for evening students to sit the midsession exam. The exam will take one hour. Depending on the final number of students enrolled in the unit, there may be two timeslots (first hour and second hour) during which the exam will be conducted. Final details about attendance time will be given via an iLearn announcement.

The midsession exam will test students' ability to apply and analyse the statistics introduced in the lectures in weeks 1 – 4 (Learning outcome 2).

Students will need to bring a calculator, but no other materials will be allowed during the exam.

Students will not be required to recall formulae –a sheet containing formulae will be provided. Questions will require students to use data to generate the statistics and to use the results of their calculations to make judgements about tests. Different data sets will be generated for students to reduce the chance that students can copy directly from one another. Worked examples of the sorts of questions asked on the test will be demonstrated in the lectures. Students will be provided with feedback via the iLearn page for the unit on their performance three weeks after the exam. Feedback will be in the form of a mark for the exam and the worked solutions for the questions in the exam.

On successful completion you will be able to:

- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test

## Written Report

Due: **Week 7**

Weighting: **35%**

A written report (maximum 1500 words), in APA format, will be due by close of business (5pm) on Wednesday of Week 7. Students should submit their assignment via Turnitin on the iLearn

webpage for the Unit. Feedback on the report will be returned via iLearn in the last week of the session.

The report will be based on Tutorials 1 and 2 and will report on the construction and psychometric properties of a brief test developed in the tutorial. The requirements of the assignment will be covered in the Lecture in Week 5. The report will assess students' ability to understand, apply, and analyse the psychometric properties of a test and the steps involved in test construction (Learning outcomes 2 & 3). The report will also assess the students' ability to evaluate psychometric statistics and generate hypotheses about how the psychometric statistics may be improved (Learning outcomes 2 & 3). The report will assess students' ability to communicate in one of the ways that is common in the profession of psychology (APA formatted paper in the style of a journal article). Students will be able to self-assess their performance prior to submission of the assignment against the criteria which will be used by the tutors marking the assignment and will be available via the iLearn webpage for the unit prior to the submission date. Feedback will be provided relative to those criteria.

On successful completion you will be able to:

- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test
- Generate a psychological test and examine its adequacy using empirical procedures

## Final Exam

Due: **During the Examination Period**

Weighting: **35%**

During the final exam period, students will complete a 1.5-hour multiple choice exam (60 questions) which will assess recall, understanding, and application of: the theoretical and empirical bases of personality and intelligence assessment introduced in lectures in weeks 9 – 10 and 12 - 13 and the principles of psychological testing introduced in lectures in weeks 7 (item response theory), 8 (ethical issues in the use of psychological assessment), and 11 (application of assessment techniques) (Learning outcomes 4-6). In addition, the final exam will assess recall, understanding, and application of the principles of psychological testing examined in the tutorial classes throughout the Session. The exam will be weighted at 35% or 45% depending on whether the optional online quiz score is included in your mark (see above).

On successful completion you will be able to:

- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the theoretical and empirical bases of psychological tests used to assess the main domains of cognition and personality
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

## Delivery and Resources

### Lectures

There will be one 2-hour lecture per week each week of the Session.

*All lecture material is examinable* (either in the midsession exam or in the final exam).

Recordings of lectures will be made available via Echo. You can download the lecture recording from the iLearn page for the unit.

### Tutorials

There are six 2-hour tutorials associated with this unit. Every student will attend one two-hour tutorial each fortnight. Tutorials begin in week 2 and 3 (depending on the stream) of session. Set reading will be required prior to some tutorials.

*All tutorial material is assessable* either in the assignment or in the final exam.

Attendance at tutorials is strongly advised – the material is assessable, but more importantly, it is in the tutorials that the application of material from lectures is discussed and demonstrated.

## Recommended Text and Materials

### Tutorial outlines

Tutorial outlines will be available via the iLearn page for the unit. Make sure that you bring the tutorial outline to each tutorial class. It is recommended that you read the relevant section before going to class.

### Recommended Texts

Any recent text on Psychological Assessment will more than likely cover the main content of the unit. The text that is recommended for the unit in 2013 is:

Shum, D., O'Gorman, J., Myors, B., & Creed, P. (2013). *Psychological Testing and Assessment*. (Second Edition). Melbourne, Vic.: Oxford University Press.

### Supplementary Readings

Supplementary readings may be provided by each lecturer for his/her section of the course. In addition, some of the tutorials have set readings. These and other relevant books and articles should be in Special Reserve. Many of the readings are available via the e-Reserve web page at the library.

## Unit Web Page

You can access the online materials for this unit via iLearn. Announcements will be available once you have logged in. You can link to lecture recordings from the web page as well as download the overheads for each lecture. There will be an active student Forum. The on-line Quizzes can only be accessed from iLearn.

## Unit Schedule

Week	Tutorials	Lectures (Wed 10-12; X5B T1 or Echo recordings available via iLearn)
1		23/2/15: Unit information – objectives, assessment, organization  Introduction to psychological assessment. Overview of types of tests. (Peters)
2	Tutorial 1: Test construction ( <b>the assignment is based on this tutorial</b> )	4/3/15: Test scores. Norms. Reliability: Types; Sources of error; Methods of calculating (Peters)
3		11/3/15: Reliability: Reliability and standard error of measurement; worked examples  Validity: Types; Methods of determining validity  Relationship between reliability and validity (Peters)
4	Tutorial 2: Analysis of test data ( <b>the assignment is based on this tutorial also</b> )	18/3/15: Test Construction (Peters)
5		25/3/15: Assignment requirements  Revision for the midsession exam (Peters)
6	Tutorial 3: Test fairness, test bias and testing special groups	1/4/15: <b>MIDSESSION EXAM</b> (On-campus attendance during the lecture time is compulsory)
Midsession Break		
7	Tutorial 3: Test fairness, test bias and testing special groups  <b>ASSIGNMENT DUE by 5pm WEDNESDAY 22/4/15</b>	22/4/15: Item Response Theory (Baillie)
8	Tutorial 4: IQ testing with the Wechsler tests	29/4/15 Ethical issues in the use of psychological assessment (Peters)
9		6/5/15: Assessment of Intelligence: Theoretical Issues (Todorov)
10	Tutorial 5: Current Issues in IQ Testing	13/5/15: Assessment of Intelligence: Clinical Issues (Todorov)
11		20/5/15: Application of assessment techniques in clinical practice (Peters)
12	Tutorial 6: Personality Test Administration, scoring and interpretation; Assignment returned this week in tutorial classes	27/5/15: Personality Assessment: Self-report Inventories (Peters)



13	3/6/15: Personality Assessment: projective techniques (Peters) Unit wrap up (Peters)
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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Assessment task

- Written Report

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

#### Assessment tasks

- Midsession Exam
- Written Report

- Final Exam

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Assessment tasks

- Online Quizzes
- Written Report

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Understand the historical and theoretical basis of psychological testing
- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test
- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the theoretical and empirical bases of psychological tests used to assess the main domains of cognition and personality
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

### Assessment tasks

- Online Quizzes
- Midsession Exam
- Written Report
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test
- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the theoretical and empirical bases of psychological tests used to assess the main domains of cognition and personality
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

### Assessment tasks

- Midsession Exam
- Written Report

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Remember, understand, and apply statistical procedures to describe the psychometric properties of a test
- Generate a psychological test and examine its adequacy using empirical procedures
- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

### Assessment tasks

- Midsession Exam
- Written Report

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Assessment task

- Written Report

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Understand the application of psychological tests in a variety of domains of psychological practice (e.g., organisational and clinical contexts)

### Assessment task

- Final Exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Assessment task

- Written Report

## Changes since First Published

Date	Description
05/02/ 2015	Changes have been made to information about the method of submission of the written report (assignment).