

PSY2050A Psychological Testing**Course Outline**

Instructor	Course Assistant
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Course Description

This course is designed to help students acquire understanding about the principles underlying, and the development process of, psychological measures. Topics include basic principles of psychological testing, test design, reliability and validity analysis, factor analysis, and item analysis. These topics are further illustrated with discussion on intelligence testing, personality testing, and educational testing.

Objectives

After taking this course, you would:

1. understand the basic principles of psychological testing;
2. be able to evaluate psychological tests;
3. be able to construct and validate a simple psychological test;
4. know some current issues in intelligence testing, personality testing, and educational testing.

Assessment Methods

1. Assignment 25%
Details of the assignment will be disseminated later.
2. Team Project 25%
In a team of 5, you will be constructing and validating a psychological measure of a construct of your interest. At the end of the course you will report the whole process in a presentation. More details will be disseminated later.
3. Quiz 20%
It covers topics taught in Lectures 1-6.
4. Final Examination 30%
It covers all topics taught in the course.

Tutorials

The teaching assistant will hold discussions and activities to help you understand more about psychological testing. Also, the teaching assistant will provide conceptual and statistical consultation services, particularly in relation to the team project. Two tutorials of SPSS operations will be held in SB349, noted as “S” (see below).

Schedule

Date	Tutorial Tue, 0830-1015, ELB 207/SB349		Date	Lecture Thursday, 1430-1615, ELB 205	
4 Sept 2007	No tutorial		6 Sept 2007	1. Introduction	
11 Sept 2007	1. Briefing of assignments	E	13 Sept 2007	2. Basic principles	
18 Sept 2007	2. Basic principles	E	20 Sept 2007	3. Test development I: Design	
25 Sept 2007	3. Project consultation	E	27 Sept 2007	4. Test development II: Reliability	
2 Oct 2007	4. Project consultation	E	4 Oct 2007	5. Test development III: Validity	
9 Oct 2007	5. Reliability and validity	S	11 Oct 2007	6. Test development IV: Factor analysis	
16 Oct 2007	6. Factor and item analyses	S	18 Oct 2007	7. Test development V: Item analysis	
23 Oct 2007	7. Quiz and data collection	E	25 Oct 2007	8. Test development VI: Ethics, fairness	
30 Oct 2007	8. Project consultation	E	1 Nov 2007	9. Intelligence testing	
6 Nov 2007	9. Project consultation	E	8 Nov 2007	10. Personality testing	
13 Nov 2007	10. Project consultation	E	15 Nov 2007	11. Educational testing	
20 Nov 2007	No tutorial		22 Nov 2007	12. Presentation	
27 Nov 2007	No tutorial		29 Nov 2007	13. Presentation	

Textbook

Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to test and measurement* (6th Ed.). New York, NY: McGraw Hill.

Online Resources

CUForum: <http://cuforum.cuhk.edu.hk>

Online learning centre: <http://www.mhhe.com/cohentesting6>

Suggested Reference Books

1. Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological testing and assessment*. Boston: Pearson Education. (a good alternative to the textbook)
2. Gould, S.J. (1996). *The mismeasure of men*. New York: W.W. Norton & Company. (a very illustrative and readable account of misuses and misinterpretations of intelligence testing, strongly recommended)
3. Gregory, R.J. (2007). *Psychological testing: History, principles, and applications*. Boston: Pearson Education. (a good alternative to the textbook)
4. Van Ornum, W., Dunlap, L.L., & Shore, M. (2008). *Psychological testing across the life span*. New Jersey: Pearson Education. (discusses how psychological tests help make important decisions at each stage of the life span)

Suggested Reference Journals

1. Assessment
2. Educational and Psychological Measurement
3. European Journal of Psychological Assessment
4. International Journal of Testing
5. Psychological Assessment

Suggested Reference Articles

1. Chou, K-I. (2000). Assessing Chinese adolescents' social support: the multidimensional scale of perceived social support. *Personality and Individual Differences*, 28, 299-307. (on perceived social support)
2. Dweck, C.S., Chiu, C-y., & Hong, Y-y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. *Psychological Inquiry*, 6, 267-285. (on beliefs)
3. Fletcher, G.J.O., Danilovics, P., Fernandez, G., Peterson, D., & Reeder, G.D. (1986). Attributional complexity: An individual differences measure. *Journal of Personality and Social Psychology*, 51, 875-884. (on cognitive styles)
4. Hays, R.D., & DiMatteo, M.R. (1987). A short-form measure of loneliness. *Journal of Personality Assessment*, 51(1), 69-81. (on loneliness)
5. Henderson-King, D., & Henderson-King, E. (2005). Acceptance of cosmetic surgery: Scale development and validation. *Body Image*, 2, 137-149. (on attitudes)
6. Henry, P.J., & Sears, D.O. (2002). The symbolic racism 2000 scale. *Political Psychology*, 23, 253-283. (on racism)
7. Jones, J.J., van Schaik, P., & Witts, P. (2006). A factor analysis of the Wechsler Adult Intelligence Scale 3rd Edition (WAIS-III) in a low IQ sample. *British Journal of Clinical Psychology*, 45(2), 145-152. (on intelligence)
8. Keller, J. (2005). In genes we trust: The biological component of psychological essentialism and its relationship to mechanisms of motivated social cognition. *Journal of Personality and Social Psychology*, 88, 686-702. (on beliefs)
9. Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T., Yoshinobu, L., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4), 570-585. (on hope)
10. Yousefi, F. (2006). Reliability and validity of a measure of emotional intelligence in an Iranian sample. *Psychological Report*, 98(2), 541-548. (on emotional intelligence)

(All of these articles report the whole or part of the development process of a psychological test. They provide good examples on how psychologists develop a psychological test. They also serve as a good reference for your team project. Reference articles on other issues in psychological testing will be suggested in due course.)

Your Feedback

We cherish very much your opinions about this course. Two course evaluation exercises, one in the middle and one at the end of the course, will be conducted. You will be asked questions such as “what do you like about the course?” and “which part(s) of the course need to be improved?”

In other time, please feel free to write your opinions on a piece of paper and put it in the PSY2050A collection box in the lift lobby, 3/F, Sino Building (Please be reminded that you do not need to put down any identifying information, and that you need to specify the course code). Alternatively, you are welcome to talk directly to the instructor or the teaching assistant through any means.

House Rules

By taking this course you agree to abide by the following:

1. Turn off your mobile phone during lectures and tutorials.
2. Do the readings on your own, and keep pace with the lectures and tutorials.
3. Absentees from a quiz for unjustified reasons will not be granted a make-up and will be given a “0” for that quiz. The instructor and the teaching assistant reserve the rights for the final decision to grant or not to grant a make-up quiz to a particular student.
4. Assignments must be submitted by the deadline stated by the teaching assistants. Noticing that you may experience unexpected hindrances to your submission (e.g., traffic congestion, printer failure), there will be a two-hour grace period. Assignments submitted after the deadline and the grace period for unjustified reasons will be marked down by 10% for the first 60 minutes late, and 20% for every 8 hours (or part thereof) thereafter.

Academic Honesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. Students are required to submit a statement acknowledging that they are aware of these policies, regulations, guidelines and procedures and pledging to be honest in their academic work.

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else’s ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following additional websites for discussions of how to recognize and avoid plagiarism.

<http://www.indiana.edu/~wts/wts/plagiarism.html>

<http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html>

Please sign the following and submit it in the first tutorial.

I promise that all assignments submitted to this course across the entire semester will be original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>.

Signature _____
Date _____
Name _____
Student ID _____
Course Code PSY2050A
Course Title Psychological Testing