

Date of Previous
Revision:
Date of Current Revision
or Development:

C: PSYC 4360 D: PSYCHOLOGICAL ASSESSMENT E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>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.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture 4 hrs. per week/semester</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>PSYC 2300</p>	
	<p>I: Course Corequisites:</p> <p>NONE</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p>NONE</p>	
	<p>K: Maximum Class Size:</p> <p>35</p>	

L: PLEASE INDICATE:

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.

The instructor will provide a written course outline with specific evaluation criteria at the beginning of semester.

An example of a possible evaluation scheme is as follows:

Integrative assessment report:	20%
Five exams at 14% each:	70%
Written assignments:	
1. Acculturation	2.5%
2. Career personality reflection	2.5%
Participation:	5%
Total	100%

R: 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