

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	SEMINAR OF PSYCHOLOGICAL MEASUREMENT & ASSESSMENT	Instructor	CHANG, KUEI-CHIEH
Course Class	TDCXM2A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 2A	Details	◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
I . To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology. II. To train students with disciplines and research specialization. III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies. IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology. V . To integrate theory and practice in diversifying the horizons for students. VI. To well-prepare students with competence in their certifying by the public agencies.			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology. B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology. C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology. D. Well-specialized in ethics of Educational Psychology and Counseling Psychology.			
Course Introduction	This course will introduce psychology assessment related knowledge, skills, test tools Students need to enhance comprehensive assessment capabilities, such as: writing assessment reports		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1.comprehend the theories and tools of assessment and diagnosis. 2.help to learn how to select, use psychological tests 3.help to write integrative report	A6	ABCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1.comprehend the theories and tools of assessment and diagnosis. 2.help to learn how to select, use psychological tests 3.help to write integrative report	Lecture, Discussion, Simulation, Practicum	Practicum, Report

This course has been designed to cultivate the following essential qualities in TKU students			
Essential Qualities of TKU Students		Description	
◇ A global perspective		Helping students develop a broader perspective from which to understand international affairs and global development.	
◇ Information literacy		Becoming adept at using information technology and learning the proper way to process information.	
◇ A vision for the future		Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.	
◇ Moral integrity		Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.	
◇ Independent thinking		Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.	
◇ A cheerful attitude and healthy lifestyle		Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.	
◇ A spirit of teamwork and dedication		Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.	
◇ A sense of aesthetic appreciation		Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.	
Course Schedule			
Week	Date	Subject/Topics	Note
1	107/09/10 ~ 107/09/16	Introduction and Orientation	
2	107/09/17 ~ 107/09/23	Context of clinical assessment	
3	107/09/24 ~ 107/09/30	Moon Festival (Holiday)	
4	107/10/01 ~ 107/10/07	The assessment interview	
5	107/10/08 ~ 107/10/14	Behavior assessment	
6	107/10/15 ~ 107/10/21	Wechsler intelligence scales WAIS-IV,WISC-V	
7	107/10/22 ~ 107/10/28	Wechsler memory scales	
8	107/10/29 ~ 107/11/04	Personality assessment inventory The Rorschach/TAT/DAP/SCT	
9	107/11/05 ~ 107/11/11	Minnesota multiphasic personality inventory	
10	107/11/12 ~ 107/11/18	Lecture:Guest	
11	107/11/19 ~ 107/11/25	Career assessment 1/2	
12	107/11/26 ~ 107/12/02	Career assessment 2/2	

13	107/12/03 ~ 107/12/09	EMOTION/BEHAVIOR(Baker Depression Scale,Anxiety scale,the College Students' Check List)	
14	107/12/10 ~ 107/12/16	Suicide assessment	
15	107/12/17 ~ 107/12/23	Treatment planning and clinical decision making	
16	107/12/24 ~ 107/12/30	The psychological report	
17	107/12/31 ~ 108/01/06	Home Work	term paper
18	108/01/07 ~ 108/01/13	Integration (presentation/feedback)	
Requirement	<p>LEARNING HOW TO DO PSYCHOLOGICAL MEASUREMENT & ASSESSMENT. PRACTICE ARE REQUIRED. EACH STUDENT MUST DO EXTRA PRACTICE AFTER CLASS AND MAKE A STANDER MEASUREMENT REPORT.</p> <p>本課程除了知識性的教導之外修課學生須能夠實際操作相關測驗。除了課堂上的練習之外，老師會要求同學找到其他可以進行施測練習的對象</p> <p>期末需要練習撰寫完整的衡鑑報告</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Gary Groth-Marnat (2016). Handbook of psychological assessment. Hoboken, NJ: John Wiley & Sons. •		
Reference(s)	<p>陸雅青、劉同雪譯 (2008) 心理診斷與人格測驗手冊。台北市：心理出版社 相關測驗</p> <p>Kaplan, R. M. & Saccuzzo, D. P. (2018). Psychological testing: principles, application,& issues. USA: Cengage Learning.</p> <p>Groyh-Marnat, G. & Wright, J. (2016). Handbook of psychological assessment(6th). N.J.: John Wiley & Sons, Inc.</p> <p>孫頌賢 (2016) 。諮商心理衡鑑的理論與實務。台北:張老師</p> <p>黃政昌 (2008) 。《心理評估----在諮商中的應用》。台北：雙葉。</p> <p>Groyh-Marnat, G. & Davis, A. (2014). Psychological report writing assistant. N.J.: John Wiley & Sons, Inc.</p>		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other < > : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		