

## Tamkang University Academic Year 110, 2nd Semester Course Syllabus

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| Course Title  | SEMINAR OF PSYCHOLOGICAL MEASUREMENT & ASSESSMENT  | Instructor | CHANG, YU-CHENG   |
| Course Class  | TDCXM1A<br>MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 1A   | Details    | <ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> </ul> |
| Relevance to SDGs   | SDG4 Quality education<br>SDG5 Gender equality<br>SDG16 Peace, justice and strong institutions |            |   |
| Departmental Aim of Education   |  |            |   |
| <ol style="list-style-type: none"> <li>I. To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology.</li> <li>II. To train students with disciplines and research specialization.</li> <li>III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies.</li> <li>IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology.</li> <li>V. To integrate theory and practice in diversifying the horizons for students.</li> <li>VI. To well-prepare students with competence in their certifying by the public agencies.</li> </ol> |  |            |   |
| Subject Departmental core competences   |  |            |   |
| <ol style="list-style-type: none"> <li>A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology. (ratio:35.00)</li> <li>B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology.(ratio:20.00)</li> <li>C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology. (ratio:35.00)</li> <li>D. Well-specialized in ethics of Educational Psychology and Counseling Psychology. (ratio:10.00)</li> </ol>  |  |            |   |
| Subject Schoolwide essential virtues  |  |            |   |
| <ol style="list-style-type: none"> <li>2. Information literacy. (ratio:30.00)</li> <li>4. Moral integrity. (ratio:10.00)</li> <li>5. Independent thinking. (ratio:30.00)</li> <li>6. A cheerful attitude and healthy lifestyle. (ratio:30.00)</li> </ol>  |  |            |   |

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| Course<br>Introduction | This course introduces the theory and tools of psychology assessment, and learn the techniques for assessing assessment capabilities and reports writing. |
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**The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.**

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

| No. | Teaching Objectives  | objective methods |
|-----|--|-------------------|
| 1   | 1. Learn to choose appropriate psychological tests and theories for assessment<br>2. Learn to write assessment reports<br>3. Learn interview techniques for psychological assessment | Psychomotor       |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods  | Assessment   |
|-----|------------------|-------------------|---|--|
| 1   | ABCD             | 2456              | Lecture, Discussion, Publication, Practicum, Experience | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |

**Course Schedule**

| Week | Date                    | Course Contents   | Note |
|------|-------------------------|---|------|
| 1    | 111/02/21~<br>111/02/25 | The basic concept of psychological assessment               |      |
| 2    | 111/02/28~<br>111/03/04 | Statistics, Reliability and Validity of Psychological Tests |      |

|                                  |  |  |  |
|----------------------------------|--|--|--|
| 3                                | 111/03/07 ~<br>111/03/11   | Assessment tool selection  |  |
| 4                                | 111/03/14 ~<br>111/03/18   | Initial skill and information collection   |  |
| 5                                | 111/03/21 ~<br>111/03/25   | Behavioural assessment   |  |
| 6                                | 111/03/28 ~<br>111/04/01   | Implementation and Interpretation & writing test reports                           |  |
| 7                                | 111/04/04 ~<br>111/04/08   | Intelligence Assessment  |  |
| 8                                | 111/04/11 ~<br>111/04/15   | Achievement Test   |  |
| 9                                | 111/04/18 ~<br>111/04/22   | Personality assessment 1:Lai's & Health, Personality and Habit                     |  |
| 10                               | 111/04/25 ~<br>111/04/29   | Personality assessment 2: TAT, RIT   |  |
| 11                               | 111/05/02 ~<br>111/05/06   | Personality assessment 3 : HTP   |  |
| 12                               | 111/05/09 ~<br>111/05/13   | Personality assessment 5: BDI-II, BAI, BBS, BHS                                    |  |
| 13                               | 111/05/16 ~<br>111/05/20   | Personality assessment 6: Adult Mental Health Scale (AMHS)                         |  |
| 14                               | 111/05/23 ~<br>111/05/27   | Personality assessment 7: Suicide and Crisis Assessment                            |  |
| 15                               | 111/05/30 ~<br>111/06/03   | Measurement of career assessment 1   |  |
| 16                               | 111/06/06 ~<br>111/06/10   | Measurement of career assessment 2   |  |
| 17                               | 111/06/13 ~<br>111/06/17   | Non-standardized psychological assessment methods: card and qualitative assessment |  |
| 18                               | 111/06/20 ~<br>111/06/24   | final exam   |  |
| Requirement                      | Case Report:Everyone must find a person who can practice the assessment, and practice writing a complete assessment report, which contains three kinds of tests.                     |  |  |
| Teaching Facility                | Computer, Projector  |  |  |
| Textbooks and Teaching Materials | Gary Groth-Marnat (2016). Handbook of psychological assessment. Hoboken, NJ: John Wiley & Sons.<br>孫頌賢 ( 2016 ) 。諮商心理衡鑑的理論與實務。台北:張老師<br>黃政昌 ( 2020 ) 。心理評估 - 在諮商中的應用 ( 第二版 ) 。台北：雙葉。 |  |  |
| References                       | Shea(2002). The Practical Art of Suicide Assessment. John Wiley & Sons Inc   |  |  |
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| Number of Assignment(s) | 1 (Filled in by assignment instructor only)  |
| Grading Policy          | ◆ Attendance : 10.0 %   ◆ Mark of Usual : 20.0 %   ◆ Midterm Exam : %<br>◆ Final Exam : 30.0 %<br>◆ Other (Case Report) : 40.0 %   |
| Note                    | This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .<br><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b> |