Program Undergraduate Degree (International Program)

Degree ....MInor...

ฉบับปรับปรุง วันที่ 15 กรกฎาคม 2563

Course Title   ...Psychological Testing.........

Faculty/College.......MUIC.......

Course Code   .....ICSP 354.......

Department ....Social Science..

TQF.3 Course Specification

Section 1 General Information

1.   **Course Code and Title**

In Thai   ICSP 354 การทดสอบทางจิตวิทยา

In English   ICSP 354 Psychological Testing

2. Number of Credits   4 (4-0-8)

(Theory 4hrs.   Self-study 4 hrs Practice 8 hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study   Undergraduate Degree (International Program)

3.2 Course Type   Psychology Minor

4. Course Coordinator and Instructor

4.1   Course Instructor   Supattapa Verachariya – Social Science – 0856235614;

supattapav@gmail.com; line id: Kikivera

(Name – Department – Contact: phone no. and e-mail address)

4.2   Instructor   TBA

5. Semester/Class Level

5.1 Semester   As stiupulated in the annual Social Science course schedule / Class Level

5.2 Number of Students Allowed   Approximately 40 Students

6. Pre-requisite   None

7. Co-requisites   None

8. Study Site Location   MUIC – (on-campus)

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9. Date of Preparation/Latest Revision of the Course Specifications
Day.**22** Month **December** Year **2020**

Section 2 Aims and Objectives

1.   **Course Goals**

The goal of this course is for students to be able to critically evaluate psychological assessment instruments. To have the basic tools to conduct administration and simple interpretation of assessment instruments. Have a working understanding of reliability and validity. As well as thorough understanding the ethical and legal issues involved in the psychological assessment process.

2. **Objectives of Course Development / Revision**

2.1 Course Objectives

The purpose of this course is to introduce the field of psychological assessment and testing. explore the history, roles, and issues involved in the field of psychological assessment. principles of psychometrics and statistics, applications of assessment in various contexts, review of various types of psychological tests and measures, examination of the social and ethical issues involved in psychological assessment. theoretical principles involved in the field of testing, examination of particular tests, such as the Rorschach, WAIS, and MMPI.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 basic principles of psychological assessment, including various contexts in which psychological assessment is applied
2. CLO2 Implementing appropriate use of psychological assessments.
3. CLO3 Attributing social and ethical issues related to psychological assessment
4. CLO4 Apply a cross cultural perspective to the study of psychological assessment

Section 3 Course Description and Implementation

1. **Course Description**

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(In Thai) การประเมินและการทดสอบทางจิตวิทยาสำรวจประวัติบทบาทและประเด็นที่เกี่ยวข้องในด้านการ
ประเมินทางจิตวิทยาหลักการของ psychometrics และสถิติการประยุกต์ใช้การประเมินผลในบริบทต่างๆ ทบทวน
การทดสอบและมาตรต่างๆทางจิตวิทยาการตรวจสอบประเด็นทางสังคมและจริยธรรมที่เกี่ยวข้องกับการประเมินทางจิตวิทยา
หลักการทางทฤษฎีที่เกี่ยวข้องในด้าน การทดสอบการตรวจสอบการทดสอบ เช่น Rorschach, WAIS, and MMPI

The purpose of this course is to introduce the field of psychological assessment and testing.
Throughout the course we will explore the history, roles, and issues involved in the field of
psychological assessment. In particular, we will cover principles of psychometrics and statistics, the
applications of assessment in various contexts, including a review of various types of psychological
tests and measures, and finally an examination of the social and ethical issues involved in
psychological assessment. We will cover both theoretical principles involved in the field of testing,
as well as an examination of particular tests, such as the Rorschach, WAIS, and MMPI.

2. Number of hours per semester

Theory (hours)	Practice (hours)	Self-study (hours)
48		48

3.   Number of Hours per Week for Individual Advice

- 4 hours per week
- Students may make appointments whenever necessary

Section 4: Development of the expected learning outcomes

1.   **A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)**

By the end of the course, students who successfully complete the course will be able to:

1.   CLO1 basic principles of psychological assessment, including various contexts in which psychological assessment is applied

2.   CLO2 Implementing appropriate use of psychological assessments.

3.   CLO3 Attributing social and ethical issues related to psychological assessment

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4. CLO4 Apply a cross cultural perspective to the study of psychological assessment

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcomes measurements
CLO1	Lecture, Class Discussion, Problem-based learning, Team-based learning	Summited classwork, Quiz, Essay and Written Examinations
CLO2	Lecture, Class Discussion, Problem-based learning, Team-based learning	Summited classwork , Quiz, Essay and Written Examinations
CLO3	Lecture, Class Discussion, Problem-based learning, Team-based learning	Summited classwork , Quiz, Essay and Written Examinations
CLO4	Lecture, Class Discussion, Problem-based learning, Team-based learning	Summited classwork , Quiz, Essay and Written Examinations

SECTION 5 LESSON PLAN AND EVALUATION

1. **Lesson Plan**

2. Week	Topic/Details	CLOs	Number of hours			Practice	Self-Study	Teaching Method Multimedia	Instructors
			Classroom sessions						
			Lecture	Visual References/	Online Courses				

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				Demonstration					
1	What is Psychological testing? ● Data collection ● Types of tests Uses of Psychological testing	1, 2, 3, 4	2			4	4	PowerPoint slides; class work	SV
1	Psychological Disorders ● Mood disorders ● Psychotic disorders: positive symptoms and negative symptoms ● Personality disorders ● Substance abuse induced behaviors and affect	1, 2, 3	3	1		4	4	PowerPoint slides; class work	SV

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Week	Topic								Materials	
1-2	MMSE (Mini Mental State Exam) ● History ● Use ● Administration ● Scoring ● interpretation	1, 2 ,3, 4	1	1		4	4		PowerPoint slides; class work	SV
3-6	WAIS-IV (Wechsler Adult Intelligence Scale) ● History ● Use ● Administration ● Scoring ● interpretation	1, 2, 3, 4	6	6		12	12		PowerPoint slides; class work	SV
7-8	MMPI (Minnesota Multiphasic Personality Inventory) ● History ● Use ● Administration ● Scoring	1, 2, 3, 4	4	2		8	8		PowerPoint slides; class work	SV

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	● interpretation								
9-11	Rorschach test ● History ● Use ● Administration ● Scoring ● interpretation	1, 2, 3, 4	6	6		12	12	PowerPoint slides; class work	SV
11	TAT (Thematic Apperception Test) ● History ● Use ● Administration ● Scoring interpretation	1, 2, 3,4	1	0.5		4	4	PowerPoint slides; class work	SV
11	Rotter Incomplete Sentences Blank ● History ● Use ● Administration ● Scoring ● interpretation	1, 2, 3, 4	0.5	0.5		4	4	PowerPoint slides; class work	SV

11	HTP (House-Tree-Person) ● History ● Use ● Administration ● Scoring interpretation	1, 2, 3, 4	1	1		4	4	PowerPoint slides; class work	SV
12	Integrative writing Clinical report writing	1, 2, 3, 4	1	2		4	4	PowerPoint slides; class work	SV
11									
12									
13	Final exam								
	Number of hours per trimester		26.5	20		52	52		SV
	Total			52		0	96		SV

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

Comprehension of topics covered throughout first half (Quiz 1) and second half (Quiz 1)	Quiz 1 and 2	20%
Comprehension of topics covered throughout first half of the course	Midterm exam	20%
Comprehension of topics covered throughout the second half of the course	Final exam	20%

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Comprehension of topics covered throughout the course	Class participation and attendance – submitted classwork and recorded clips, etc	20%
Comprehension of topics covered throughout the course and application of reflective thinking	Homework -- weekly 1-10 items on comprehension of the materials, journal-reflection, current research on the topics.	20%

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 basic principles of psychological assessment, including various contexts in which psychological assessment is applied	Written exams: Quizzes and exams	20	30
	Participation and attendance, Homework	10	
CLO2 Implementing appropriate use of psychological assessments	Written exams: Quizzes and exams	20	30
	Participation and attendance, Homework	10	
CLO3 Attributing social and ethical issues related to psychological assessment	Written exams: Quizzes and exams	15	20
	Participation and attendance, Homework	5	
CLO4 Apply a cross cultural perspective to the study of psychological assessment	Written exams: Quizzes and exams	15	20
	Participation and attendance, Homework	5	
Total			100

(2) Measurement and evaluation

Grade   Achievement   Final score (% range)

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A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(3) Re-examination (if the course allows any) N/A not applicable with MUIC

3. Students' Appeal

Student wishing to appeal any test scores (quizzes, midterm, participation and attendance, and homework) from the course may do so with the instructor. Student can schedule a meeting or an informal query after class lecture.

If dissatisfied, the student must make an appointment with the Program Coordinator for Psychology Minor and Certificate Program (christinmarie.gro@mahidol.ac.th)

and the Division Chair (douglas.rhe@mahidol.ac.th) or at the social science division office tel: Phone: +66 (0) 2700 5000 Ext.1713. Student must prepare all the materials involved as well as a written statement of the problem(s) to this meeting.

Section 6 Teaching Resources

1. Required Texts

1.   Pearson's MMPI

2. MMSE

3. Pearson's WAIS-IV

4. The Rorschach

5. Thematic Apperception Test

1) **Suggested Materials**

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    1.   **MMPI-2: Assessing Personality and Psychopathology 5th Edition by [John R. Graham](#)**

1) **Other Resources (if any)**

Section 7 Evaluation and Improvement of Course Implementation

1. **Strategy for Course Effectiveness Evaluation by Students**

   Written quiz and examination, and feedback

2. **Strategy for Teaching Evaluation**

   Written quiz and examination, and feedback

3. **Teaching Improvement**

   Student feedback, course evaluation, peer observation evaluation

4. **Verification of Standard of Learning Outcome for the Course**

   Written quiz, examinations, essay, class participation and attendance, homework, classwork, and group discussions.

5. **Revision Process and Improvement Plan for Course Effectiveness**

   Student feedback, course evaluation, peer observation evaluation

   Course Overview & Introduction

   The overall design of the course is made clear to the student at the beginning of the course.

   Instructions indicating how to start the course are clear and the navigation of online components is logical.

   1.2 Students are introduced to the purpose and structure of the course.

Learning Objectives

Learning objectives are measurable and are clearly stated.

2.1 The course learning objectives describe outcomes that are measurable, are written from the students' perspective, and are appropriately designed for the level of the course.

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

Assessment & Measurement

Assessment strategies are designed to be evaluations of progress, competency measures, and tools to measure understanding of stated learning objectives.

3.1The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

3.2The course grading policy is stated clearly.

3.3Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.

Instructional Materials

Instructional materials are sufficiently comprehensive to achieve course objectives and learning outcomes.

4.1The instructional materials contribute to the achievement of the course and module/unit learning objectives.

Learner Interaction & Engagement

Course activities facilitate learner interaction and engagement.

5.1The learning activities promote the achievement of the learning objectives.

5.2Learning activities provide opportunities for interaction that support active learning.

5.3The instructor's plan for classroom response time and feedback on assignments is clearly stated.

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Course technology supports student engagement, achievement, and ensures interaction with course components.

6.1The tools and media support the course learning objectives.

6.2Course tools and media support student engagement and guide the student to become an active learner

Appendix

Relations between the course and the program

Table 1 Relations between the course and the PLOs

Course Name...........	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
(Course Code)	✔	✔		✔		✔		

Remarks : Show the level of the course management with the symbols I, R, P, and M. This must correspond to the curriculum mapping written in the TQF2.

Table 2 Relations between CLOs and PLOs

(Course Code) ICSP 354	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1 basic principles of psychological assessment, including various contexts in which psychological assessment is applied	1.1	2.1						
CLO2 Implementing appropriate use of psychological assessments	1.1	2.1	3.2					
CLO3 Attributing social and ethical issues related to psychological assessment				4.1				

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CLO4 Apply a cross cultural perspective to the study of psychological assessment				4.1 4.2		6.1 6.2		

Remarks:

a. Each CLO should clearly correspond to the PLO at the SubPLO level to show a clear connection.

b. Describe the PLOs and SubPlos only referred to in the course in "Table 3 PLOs that the course is responsible for".

Table 3 PLOs that the course is responsible for

PLOs	Sub PLOs
PLO1 Graduates will be able to have an understanding of various uses, development, as well as interpretation of scores of several psychological tests	1.1 demonstrate an understanding of the principles in psychological tests.
PLO2 Graduates will be able to discuss and apply major theories, approaches and methodologies in the field of psychological testing	2.1 identify the national & global challenges of psychological testing that are associated with current economic, political, and social systems
	2.2 identify concepts related to the context of learned issues/topics
PLO3 Graduates will be proficient readers who are able to locate, evaluate, analyze and synthesize different forms of data and source materials relevant to the different types of psychological assessment	3.1 identify concepts related to the context of learned issues/topics
	3.2 Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources

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	3.3 Connect, synthesize and/or transform ideas or solutions within a particular framework
PLO4 Graduates will demonstrate knowledge of and respect for cultural differences, particularly in the Thai context, and be able to work in culturally diverse groups effectively.	4.1 identify the national & global challenges of human development that are associated with current economic, political, and social systems
	4.2 exhibit characteristics of responsible citizenship
	4.3 work effectively in diverse team (and multi-cultural settings)
PL05 Graduates will document, reflect upon and set goals for their learning; they will seek to achieve these goals through acquiring in-depth knowledge and new skills, and will be able to adjust their approaches to learning and their goals based on their experiences.	5.1 Create an original explanation or solution to the issue/problems
	5.2 Articulate the rationale for & consequences of his/her solution- identify opportunities & risk
	5.3 Implement innovation through process management approach
PLO6 Graduates will demonstrate knowledge of internationally recognized ethical standards and apply principles of ethical reasoning to decision-making, civic engagement, and research, consistently crediting the work of others	6.1 identify ethical issues and recognize different viewpoint and ideologies
	6.2 guide & lead others
	6.3 apply principle of ethical leadership, collaborative engagement, and respect diversity