Course Specifications
Valid as from the academic year 2017-2018

Course
Psychodiagnoses I (H001288)

Course size
(nominal values; actual values may depend on programme)

Credits 4.0
Study time 120 h
Contact hrs 35.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2) Dutch lecture 30.0 h
            seminar 5.0 h
            self-reliant study activities 0.0 h

Lecturers in academic year 2018-2019

Fontaine, Johnny PP09 lecturer-in-charge

Offered in the following programmes in 2018-2019

Bachelor of Arts in Archaeology

Credits 4.0
Offering A

Teaching languages

Dutch

Keywords

reliability, validity, fairness, test development, test evaluation, diagnostic process, intelligence, personality, environment

Position of the course

This course contributes to the following competence areas:
• B.1.1. Know and use key concepts, theories, theoretical frames of reference, explanatory models, methods and techniques of psychological science.
• B.2.3. Critically apply methods and research/design techniques of psychological sciences
• B.2.7. Be aware of the (historical) evolution of psychological research.
• B.3.2. Come to conclusions on the basis of scholarly knowledge for abstract and concrete psychological questions.
• B.4.1. Communicate in writing on the results of learning, thinking and decision-making regarding psychological practice or research, both to specialists and non-specialists
• B.5.2. Analyze ethical and normative aspects of the consequences and assumptions of scientific thinking and psychological practice
• B.5.4. Understanding of intercultural and international aspects of behavior and psychological practice
• B.6.1. Formulating a diagnosis as a working hypothesis, based on the assessment of a psychological problem or question
• B.6.2. Knowledge of common psychological diagnostic and intervention methods
• B.6.5. Knowledge and insight with regard to the scientific psychological knowledge which is relevant to the profession

Contents

First, the history of the domain of psychodiagnoses is presented.

Then the basic principles of psychological assessment are introduced on the basis of the renewed testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014). More specifically, the following themes are being discussed:
• Foundations
  • Validity
  • Reliability/precision and errors of measurement
  • Fairness in testing
• Operations
  • Test design and development

(Approved)
• Scores, scales, norms, score linking and cut scores
• Test administration, scoring, reporting and interpretation
• Supporting documentation for tests
• The rights and responsibilities of test takers
• The rights and responsibilities of test users
• Testing Applications
  • Psychological testing and assessment
  • Workplace testing and credentialing
  • Educational testing and assessment
  • Uses of tests for program evaluation, policy studies and accountability
Moreover, an overview is given of diagnosing intelligence, aptitude, achievement, personality, and environment.
Finally, the diagnostic process is discussed.

Initial competences
  Differentiele psychologie, Psychometrie

Final competences
  1. Developing insight in reliability, validity and fairness framework.
  2. Knowing basic principles of test construction and test use.
  3. Knowing basic principles of assessment of personality, intelligence, and environment.
  4. Knowing steps of diagnostic process.
  5. Being able to transform raw test scores into normed scores and to interpret these.
  6. Critically approach research on psycho-diagnostic instruments.

Conditions for credit contract
  Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
  This course unit cannot be taken via an exam contract

Teaching methods
  Lecture, seminar, self-reliant study activities

Extra information on the teaching methods
  The autonomous work consists of an introduction to the execution of psychological assessment. Students look for two participants from their own region and ask them to participate in a psychological assessment. They compute the test scores of both participants and make a short report on the interpretation of the test scores. The seminar treats a concrete example of instrument development. Moreover, the seminar supports the autonomous work. By means of concrete cases students learn to compute test scores and interpret them.

Learning materials and price
  Syllabus (slides and articles) and test materials.
  Estimated cost: 30 EUR

References

(Approved)

Course content-related study coaching
- Interactive support using Minerva.
- By appointment.

Evaluation methods
- end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
- Written examination with multiple choice questions

Examination methods in case of periodic evaluation during the second examination period
- Written examination with multiple choice questions

Examination methods in case of permanent evaluation
- Participation, assignment

Possibilities of retake in case of permanent evaluation
- examination during the second examination period is not possible

Extra information on the examination methods
- Details on periodic evaluation: It is a written closed-book exam consisting of 40 multiple-choice questions from all parts of the course.
- Details on permanent evaluation:
  - Method: Participation in the exercises is obligatory and a precondition to hand in the report of the independent work. The evaluation is based on the report of the independent work.
  - Frequency: The report has to be handed in after the last exercise.
  - Feedback: During the feedback day students can get individual feedback on the report of their independent work.

Calculation of the examination mark
- A combination of periodic evaluation (80%) and permanent evaluation (20%).
Students who do not participate in all required elements of the periodic and permanent evaluation will at most receive a non-deliberative quotation (7/20).
Those who do participate in, but do not pass all required elements of the periodic and permanent evaluation, will at most receive a non-deliberative quotation (7/20).