



Educational Psychology (EDPY) 469

Principles of Psychological Assessment (Revision 4)

Status: Replaced with new revision, see the **course listing** [↗](#) for the current revision **ⓧ**

Delivery mode: Individualized study online [↗](#) with eText [↗](#)

Credits: 3

Area of study: Applied Study

Prerequisites: Minimum two junior level psychology or educational psychology courses.

Precluded: PSYC 469. (EDPY 469 is a cross-listed course—a course listed under two different disciplines—with **PSYC 469**. EDPY 469 may not be taken for credit by students who have obtained credit for PSYC 469.)

Challenge: EDPY 469 is not available for challenge.

Faculty: Faculty of Humanities and Social Sciences [↗](#)

Overview

Educational Psychology 469: Principles of Psychological Assessment is a three-credit course that introduces educational and psychometric theory, method, and the application of psychological testing. The topics covered include concepts of psychological testing; principles of psychological measurement; techniques used to analyze tests; development of tests (e.g., cognitive, interest, personality); and the use of psychological tests to make decisions about individuals. The focus will be on description of the basic principles of psychological measurement that must be applied to properly evaluate psychological tests, as well as on some of the major applications of psychological tests in education, industry, and clinical practice.

Outline

- Unit 1—Applications and Consequences of Psychological Testing
- Unit 2—The History of Psychological Testing
- Unit 3—Norms and Reliability
- Unit 4—Validity and Test Development
- Unit 5—Theories and Individual Tests of Intelligence and Achievement
- Unit 6—Group Tests and Controversies in Ability Testing
- Unit 7—Testing Special Populations
- Unit 8—Origins of Personality Testing
- Unit 9—Assessment of Normality and Human Strengths
- Unit 10—Neuropsychological Assessment and Screening
- Unit 11—Industrial, Occupational, and Career Assessment



Learning outcomes

By the end of the course students will:

- discuss the reasoning behind the construction of tests
- critically examine test construction methods
- describe the appropriate use of tests and the various legal and ethical issues involved
- critically discuss issues related to testing and assessment
- discuss the nature and ethical uses of psychological testing, including its origins and history
- explain the importance of psychological assessment, including reliability, validity, norms, test standardization, and test development
- describe individual and group tests of intelligence and achievement, including uses, characteristics, and applications for testing special populations
- identify the different theories of personality corresponding to objective personality measures, such as the MMPI-2
- identify the different theories of personality corresponding to subjective personality measures, such as the Rorschach Inkblot Test
- describe assessment of normal personality traits using measures such as the Myers-Briggs Type Indicator
- analyze the approaches to neuropsychological assessment and the supplemental information gathered when completing a neuropsychological evaluation
- select the appropriate psychological tests to measure presenting psychological issues in a case study
- discuss applications of testing to various settings such as industrial, occupational, forensic, and neurological
- apply the use of psychological testing as it relates to the law, including legal cases from the school systems, Americans with Disabilities Act (ADA), and legal issues in employment

This course is designed to provide students with the background to be a B-level test administrator.


Evaluation

To **receive credit**  for EDPY 469, you must complete all course quizzes and assignments. You must receive a minimum grade of **D (50 percent)**  on each assignment. The weighting of the assessment activities is as follows:

Activity	Weight
Planning Exercise	6%
Quiz 1 (Units 1–4)	13%
Quiz 2 (Units 5–7)	13%
Quiz 3 (Units 8–11)	13%
Assignment 1: PowerPoint Presentation Test Review	25%
Assignment 2: Case Study Project	30%
Total	100%

To learn more about assignments and examinations, please refer to Athabasca University's **online Calendar** .

Materials

Gregory, R. J. (2016). *Psychological testing: History, principles, and applications* (7th ed.). Boston, MA: Pearson.  (eText)

eText

Registration in this course includes an electronic textbook. For more information on **electronic textbooks** [↗](#), please refer to our **eText Initiative site** [↗](#).

Please note that an access code will be required to sign into the textbook. The textbook may be read online or through the Pearson/Revel app.

Other Materials

All other course materials are available online.

Important links

- › **Academic advising** [↗](#)
- › **Program planning** [↗](#)
- › **Request assistance** [↗](#)
- › **Support services** [↗](#)

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Opened in Revision 4, April 11, 2022

Updated March 31, 2023

View **previous revision** [📄](#)
