

*Course Guide*

**

ABS300

**PSYCHOLOGICAL ASSESSMENT**

This course will survey assessments frequently utilized in the applied behavioral sciences, including areas in psychology, behavioral health-related fields, education, human resources, and criminology. Content will include reviews of fundamental theory and applied research pertaining to individual and group assessment and evaluation, as well as program evaluation. Strengths and limitations of assessment tools and procedures will be examined.

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# Course at a Glance

## Course Description

This course will survey assessments frequently utilized in the applied behavioral sciences, including areas in psychology, behavioral health-related fields, education, human resources, and criminology. Content will include reviews of fundamental theory and applied research pertaining to individual and group assessment and evaluation, as well as program evaluation. Strengths and limitations of assessment tools and procedures will be examined.

## Course Design

The Psychological Assessment course introduces students to assessment practices commonly used by psychology professionals. The course readings and assignments guide students through a survey of psychological tests and their applications to mental health, educational, workplace, and legal settings. Students are provided with opportunities to utilize their knowledge of a variety of key topics pertinent to psychological assessment through discussions, written work, and presentations. Course discussions and assignments guide students to critically evaluate information about psychological assessment and to differentiate valid and reliable evidence from erroneous information necessary for ethical and professional decision-making. Weekly quizzes will ensure that students have basic knowledge of terminology and concepts important to psychological assessment. The course is considered introductory and does not qualify students to administer or interpret psychological tests.

## Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. Analyze key methodological and theoretical concepts concerning psychological, behavioral, and program evaluation.
2. Assess key ethical and professional responsibilities in design and use of psychological, behavioral, and program assessment methods and tools.
3. Explain the properties and applications of various types of assessment methods, including psychological, behavioral, performance, and program assessment.
4. Evaluate diverse approaches to assessment that promote culturally competent professional practices, equity, and inclusion.

# Course Materials

## Required Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice.* SAGE Publications.

* The full-text version of this ebook is available through the RedShelf platform.

## Required Resources

### Book

Okazaki, S., & Sue, S. (2016). Methodological issues in assessment research with ethnic minorities. In A. E. Kazdin (Ed)., *Methodological**issues**and strategies in clinical**research* (4th ed., pp. 235–247). American Psychological Association. https://doi.org/10.1037/14805-015

### Articles

Ackerman, P. L. (2023). Intelligence… moving beyond the lowest common denominator. *American Psychologist*, *78*(3), 283–297. https://doi.org/10.1037/amp0001057

Bergkamp, J., McIntyre, K. A., & Hauser, M. (2023). An uncomfortable tension: Reconciling the principles of forensic psychology and cultural competency. *Law and Human Behavior*, 47(1), 233–248. https://doi.org/10.1037/lhb0000507

Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology: Research and Practice*, *51*(5), 477–487. https://doi.org/10.1037/pro0000349

Han, K., Colarelli, S. M., & Weed, N. C. (2019). Methodological and statistical advances in the consideration of cultural diversity in assessment: A critical review of group classification and measurement invariance testing. *Psychological Assessment*, *31*(12), 1481–1496. https://doi.org/10.1037/pas0000731

Horin, E. V., Hernandez, B., & Donoso, O. A. (2012). Behind closed doors: Assessing individuals from diverse backgrounds. *Journal of Vocational Rehabilitation*, *37*(2), 87–97. https://doi.org/10.3233/JVR-2012-0602

Kumar, S., Kartikey, D., & Singh, T. (2021). Intelligence tests for different age groups and intellectual disability: A brief overview. *Journal of Psychosocial Research*, *16*(1), 199–209. https://doi.org/10.32381/JPR.2021.16.01.18

Lake, C. J., Carlson, J., Rose, A., & Chlevin-Thiele, C. (2019). Trust in name brand assessments: The case of the Myers-Briggs Type Indicator. *The Psychologist-Manager Journal*, *22*(2), 91–107. https://doi.org/10.1037/mgr0000086

Murphy, T. M., Chang, C. Y., & Dispenza, F. (2018). Qualitative clinical mental health program evaluation: Models and implications for counseling practitioners and educators. *Journal of Mental Health Counseling*, *40*(1), 1–13. https://doi.org/10.17744/mehc.40.1.01

Piotrowski, C. (2020). Assessment of depression: Which are the prominent mental health instruments in research studies? *SIS* *Journal of Projective Psychology and Mental Health*, *27*(2), 63–67.

Taknint, J. T., Depestre, S., Alshabani, N., Martin, A. M., Virkar, S., & Milord, J. (2024). Assessing psychotic spectrum disorders in partnership with patients: Three culturally responsive therapeutic assessment cases. Practice Innovations. Advance online publication. https://doi.org/10.1037/pri0000241

### Multimedia

Pearson Assessments US. (2021, January 28). [*Equity in psychological testing: A historical perspective*](https://youtu.be/KzXmzXbX-yQ) [Video]. YouTube. https://youtu.be/KzXmzXbX-yQ

TED-Ed. (2016, March 15). [*5 tips to improve your critical thinking - Samantha Agoos*](https://youtu.be/dItUGF8GdTw) [Video]. YouTube. https://youtu.be/dItUGF8GdTw

TEDx Talks. (2012, December 4). [*None of the above - Why standardized testing fails: Bob Sternberg at TEDxOStateU*](https://youtu.be/otlmKZeNi-U). [Video]. YouTube. https://youtu.be/otlmKZeNi-U

The University of Arizona Global Campus. (n.d.). [*ABS300 | Week 1 | Reliability and Validity Overview*](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) [Video]. Kaltura. https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1\_g26xvlzy

### Webpages

American Psychological Association. (2017). [*Ethical principles of psychologists and code of conduct*](https://www.apa.org/ethics/code/index)*.* https://www.apa.org/ethics/code/index

Indeed Editorial Team. (2023, March 11). [*7 Types of pre-employment assessment tests and screenings*](https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing). https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing

Pearson. (n.d.). [*Battery for Health Improvement 2*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html

Pearson. (n.d.). [*Eating Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html

Pearson. (n.d.). [*Millon Behavioral Medicine Diagnostic*](https://bit.ly/3c77ooO). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Millon-Behavioral-Medicine-Diagnostic/p/100000231.html

Pearson. (n.d.). [*Quality of Life Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html

### Supplemental Materials

American Psychological Association. (2017). [*Multicultural guidelines: An ecological approach to context, identity, and intersectionality*](https://www.apa.org/about/policy/multicultural-guidelines.pdf)*.* <https://www.apa.org/about/policy/multicultural-guidelines.pdf>

American Psychological Association. (2020). [*APA guidelines for psychological assessment and evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf). https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf

University of Pennsylvania. (2015). [*Authentic happiness*](https://www.authentichappiness.sas.upenn.edu/testcenter). https://www.authentichappiness.sas.upenn.edu/testcenter

## Recommended Resources

### Books

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text-revision). https://doi.org/10.1176/appi.books.9780890425787

American Psychological Association. (2024). [*APA dictionary of psychology*](https://dictionary.apa.org/). Retrieved June 24, 2024, from https://dictionary.apa.org/

Okazaki, S., & Sue, S. (2016). Methodological issues in assessment research with ethnic minorities. In A. E. Kazdin (Ed). *Methodological**issues**and strategies in clinical**research* (4th ed., pp. 235–247). American Psychological Association. https://doi.org/10.1037/14805-015

### Articles

Detrick, P., & Roberts, R. M. (2021).Police applicant response bias on the California Psychological Inventory. *Psychological Services*, *19*(1), 176–182. https://doi.org/10.1037/ser0000524

Dipeolu, A., Hargrave, S., & Storlie, C. A. (2015). Enhancing ADHD and LD diagnostic accuracy using career instruments. *Journal of Career Development, 42*(1), 19–32. htpps://doi.org/10.1177/0894845314521691

Fisher, M. A. (2009). Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice*, *40*(1), 1–7. https://doi.org/10.1037/a0014011

Guyadeen, D., & Seasons, M. (2018). Evaluation theory and practice: Comparing program evaluation and evaluation in planning. *Journal of Planning Education and Research*, *38*(1), 98–110. https://doi.org/10.1177/0739456X16675930

Martin, H., & Frackowiak, M. (2017). The value of projective/performance-based techniques in therapeutic assessment. *Journal of Projective Psychology & Mental Health*, *24*(2), 91–95.

Salthouse, T. A. (2014). Evaluating the correspondence of different cognitive batteries. *Assessment*, *21*(2), 131–142. https://doi.org/10.1177/1073191113486690

### Multimedia

Pearson Assessments US. (2020, June 22). [*Presurgical evaluations*](https://youtu.be/KqM45mn4Tko) [Video]. YouTube. https://youtu.be/KqM45mn4Tko

Pearson Assessments US. (2021, January 28). [*Equity in psychological testing: A historical perspective*](https://youtu.be/KzXmzXbX-yQ) [Video]. YouTube. https://youtu.be/KzXmzXbX-yQ

TEDx Talks. (2014, June 26). [*Do standardized tests matter? | Nathan Kuncel | TEDxUMN*](https://youtu.be/Gv_Cr1a6rj4) [Video]. YouTube. <https://youtu.be/Gv_Cr1a6rj4>

TED-Ed. (2016, March 15). [*5 tips to improve your critical thinking - Samantha Agoos*](https://youtu.be/dItUGF8GdTw) [Video]. YouTube. https://youtu.be/dItUGF8GdTw

### Webpages

Eabon, M. F., & Abrahamson, D. (2022, August 18). [*Understanding psychological testing and assessment*](https://www.apa.org/topics/testing-assessment-measurement/understanding). American Psychological Association. https://www.apa.org/topics/testing-assessment-measurement/understanding

Hogan Assessments (n.d.). [*Personality assessments*.](file:///C:\Users\stephanus.fernandez\Downloads\Personality%20assessments) https://www.hoganassessments.com/assessments/

[*O\*Net Interest Profiler*](https://www.mynextmove.org/explore/ip). (n.d.). http://www.mynextmove.org/explore/ip

# Course Grading

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and considering individual learning styles. Course components that will be assessed are noted in this section.

## Discussion Forums

Each week, students will participate with classmates in the online discussion forum, engaging with topics related to the week’s content. Activities and assessments that take place in the discussion forum replace the interactive dialogue that occurs in the traditional classroom setting. These activities include, but are not limited to discussion (traditional).

Each week, students’ initial discussion forum posts are due by 11:59 p.m. (in the time zone in which each student resides) on Day 3 (Thursday). Students will have until 11:59 p.m. on Day 7 (the following Monday) to make the required minimum number of response posts to classmates. Discussion forums represent 26% of the overall course grade.

## Quizzes

In Weeks 1 through 4, students will be assessed on their knowledge of the topics covered that week, including all required articles, websites, or videos. Students have 60 minutes to complete a quiz once they begin. The quiz must be completed in one sitting by Day 6 of the week in which it is due. The questions are multiple-choice and true or false. Each quiz is worth 5%. Quizzes represent 20% of the overall course grade.

## Journal

There is a journal due in Week 5 of this course. This journal entry will provide an opportunity for students to critically reflect on their own learning processes and their individual progress through the course. **The journal represents 6% of the overall course grade.**

## Learning Activities

There are learning activities due in Weeks 1 and 3 of this course. These learning activities will provide an opportunity for students to engage directly with the content, resulting in the achievement of learning outcomes. These activities include interactivities.

Students have unlimited time to complete an activity once they begin. The questions are multiple-choice. Each activity is worth 3%. Learning activities represent 6% of the overall course grade.

## Assignments

There are written assignments due in Weeks 1, 2, and 4 of this course. These assignments must reflect college-level writing, critical thinking, and scholarly research. The assignment must be completed in one sitting, by Day 7 of the week in which it is due. Each assignment is worth 9%. Assignments represent 27% of the overall course grade.

## Final Exam

The final assignment for this course is a final exam. The purpose of the Comprehensive Assessment final exam is for students to demonstrate the learning achieved in the course.

During the final week, students will complete a 60-question true or false and multiple-choice exam on the concepts covered in this course. The final exam represents 15% of the overall course grade.

## Grading Percent Breakdown

| **Activity** | **Grading Percent** |
| --- | --- |
| Discussion Forums | 26 |
| Quizzes | 20 |
| Journal | 6 |
| Learning Activities | 6 |
| Assignments | 27 |
| Final Exam | 15 |
| **Total** | **100** |

# Week 1

## Introduction to Psychological Assessment

To be completed during the 1st week of class.

### Overview

| **Assessment** | **Due Date** | **Format** | **Grading Percent** |
| --- | --- | --- | --- |
| Post Your Introduction | Day 1  (1st post) | Discussion Forum | 5 |
| Reliability (Part 1) | Day 3 | Learning Activity | 1 |
| Validity and Interrelationship (Part 2) | Day 3 | Learning Activity | 2 |
| Knowledge Check 1 | Day 6 | Quiz | 5 |
| Ethical and Professional Issues in Psychological Assessment | Day 7 | Assignment | 6 |

### Weekly Learning Outcomes

This week you will

1. Explain the term psychological testing.
2. Describe applications of psychological testing to a career path in psychology or a related field.
3. Distinguish the key psychometric concepts applied to psychological testing.
4. Determine the ethical responsibilities that professionals using psychological tests must consider when making assessment decisions.

### Introduction

Imagine you are a mental health associated with a behavioral health organization. You frequently conduct psychological assessments to assist with determining the most accurate diagnoses for your clients and to aid in treatment planning. How do you ensure your decisions meet the highest standards for ethical and equitable practice?

While there are some basic psychological tests most licensed professionals can utilize, if you are a psychologist, you have the authority to administer many additional tests and assessments other mental health professionals are not trained or licensed to administer. For any professional, testing and assessment come with big responsibilities. As a professional administering tests, you should stay updated with research and new developments to ensure you are using the tests properly.

This week, you are going to learn more about psychological testing and assessments, how they are used in different ways, and why it is important to use them ethically and equitably. It will be an exciting journey of learning and discovery.

### Required Resources

#### Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice*. SAGE Publications.

* Chapter 1: Introduction
* Chapter 2: The Science of Psychological Testing: Fundamental Concepts
* The full-text version of this ebook is available through the RedShelf platform. This book introduces psychological testing and assessment. Chapter 1 provides a general overview of psychological testing and its uses in practice and research. Chapter 2 discusses basic psychometric principles relevant to psychological testing. Chapters 1 and 2 will assist with your Knowledge Check 1 quiz and the Ethical and Professional Issues in Psychological Assessment assignment this week. Chapter 2 will assist with your Reliability (Part 1) and Validity and Interrelationship (Part 2) learning activities this week.

#### Multimedia

Pearson Assessments US. (2021, January 28). [*Equity in psychological testing: A historical perspective*](https://youtu.be/KzXmzXbX-yQ) [Video]. YouTube. https://youtu.be/KzXmzXbX-yQ

* This video presents a webinar that reviews the history of psychological testing, with a focus on issues that impact equity in testing (e.g., fairness and test bias). This video will assist with your Ethical and Professional Issues in Psychological Assessment assignment this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

TED-Ed. (2016, March 15). [*5 tips to improve your critical thinking - Samantha Agoos*](https://youtu.be/dItUGF8GdTw) [Video]. YouTube. https://youtu.be/dItUGF8GdTw

* This video animation covers how one can make good decisions by using critical thinking and explains how to improve critical thinking. This video will assist with your Post Your Introduction discussion forum this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

The University of Arizona Global Campus. (n.d.). [*ABS300 | Week 1 | Reliability and Validity Overview*](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) [Video]. Kaltura. https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1\_g26xvlzy

* This video provides information on two important terms in psychological testing. This video will assist with your Reliability (Part1) and Validity and Interrelationship (Part 2) learning activities this week. This video has closed captioning and a transcript.

The University of Arizona Global Campus. (n.d.). ABS | Terms Exploratory Activity [Interactivity]. <URL>.

* This interactive provides information on types of reliability and validity used in psychology. This interactive will assist with your Reliability (Part1) and Validity and Interrelationship (Part 2) learning activities this week.

#### Webpage

American Psychological Association. (2017). [*Ethical principles of psychologists and code of conduct*](https://www.apa.org/ethics/code/index)*.* https://www.apa.org/ethics/code/index

* Section 9 of this resource provides guidance for psychologists and standards for psychology professionals who develop psychological tests and conduct psychological assessments. This webpage will assist with your Knowledge Check 1 quiz and your Ethical and Professional Issues in Psychological Assessment assignment this week.

[Accessibility Statement](https://www.apa.org/about/accessibility)

[Privacy Policy](https://www.apa.org/about/privacy)

**Supplemental Material**

American Psychological Association. (2020). [*APA guidelines for psychological assessment and evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf). https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf

* This document provides information regarding best practices when psychological tests and collateral information are utilized for psychological assessment and evaluation. This will assist with your Knowledge Check 1 quiz and your Ethical and Professional Issues in Psychological Assessment assignment this week.

[Accessibility Statement](https://www.apa.org/about/accessibility)

[Privacy Policy](https://www.apa.org/about/privacy)

### Recommended Resources

#### Webpages

Eabon, M. F., & Abrahamson, D. (2022, August 18). [*Understanding psychological testing and assessment*](https://www.apa.org/topics/testing-assessment-measurement/understanding). American Psychological Association. https://www.apa.org/topics/testing-assessment-measurement/understanding

* This webpage provides some basic information on psychological testing and may assist with your Post Your Introduction discussion forum and Ethical and Professional Issues in Psychological Assessment assignment this week.

[Accessibility Statement](http://www.apa.org/about/accessibility.aspx)

[Privacy Policy](http://www.apa.org/about/privacy.aspx)

*[O\*Net Interest Profiler](https://www.mynextmove.org/explore/ip)*. (n.d.). http://www.mynextmove.org/explore/ip

* This webpage provides access to the O\*Net Interest Profiler, which may assist with your Post Your Introduction discussion forum this week.

Accessibility Statement does not exist.

[Privacy Policy](https://www.mynextmove.org/help/privacy/)

### Discussion Forum

1. **Post Your Introduction [WLOs: 1, 2] [CLOs: 1, 3]**. **1st Post Due by Day 1**.Prior tobeginning work on this discussion forum, review the [*5 Tips to Improve Your Critical Thinking - Samantha Agoos*](https://youtu.be/dItUGF8GdTw) video.

To successfully complete this discussion forum, complete Part 1 of the instructions in your initial post. You must organize your post so that it includes each of the five sections detailed. Part 2 is optional and does not impact your grade but is recommended if you would like to share additional personal information that is appropriate to disclose in an online academic forum.

**Part 1: Professional Interview Introduction (graded)**

Prior to writing Part 1 of Post Your Introduction,

* Identify a career field that utilizes psychological tests or psychological assessment information (e.g., education, clinical or counseling psychology, applied behavioral analysis, human resources, criminal justice, forensic psychology, addictions, behavioral health).
* Next, identify a specific job title or position within the career field you selected.
  + For this discussion, take the role of a candidate who is interviewing for an internship position that will allow you to learn more about how psychological testing and assessment are utilized in the career you identified.
  + Assume that the internship offers an opportunity to learn more about each of the types of assessment covered in this course and in the course textbook.
* Review the course topics by selecting the weekly overviews from the left navigation bar and briefly review the major headings in your textbook.
* Address each of the following requirements in your introduction and organize your work using the section headings provided in **boldface**:
  + **Name**: Introduce yourself to the class by stating your name as you would introduce yourself in a job interview.
  + **Career and job title**:Identify the title of the career you chose to write about and the specific job title or position within the career field you selected.
  + **Professional introduction**: Tell the class and instructor about yourself in a professional manner as if you were introducing yourself to the other interns and internship director. Frame your introduction so that it responds to the following interview questions:
    - * “Tell us about your professional career interests and what you are interested in learning from this internship experience.”
      * “Appraise your critical thinking skills, including a brief summary of your strengths and weaknesses/opportunities for improvement.”
  + **Topics of interest**: Assume that the internship offers an opportunity to learn more about each of the types of assessment covered in this course and in the course textbook.
    - * Review the course topics by selecting the weekly overviews in the navigation bar and briefly review the major headings in your textbook.
      * Specify in your introduction three topics related to psychological assessment that you are interested in learning more about and how these topics may relate to your future career goals.
  + **Psychological testing**: Explain your understanding of psychological testing and how it is used in assessment in your chosen field.
    - * Include a personalized definition of psychological testing, using the textbook as a guide.
* Identify at least one scholarly source to address how psychological testing or assessment is utilized in your chosen field.
  + Be sure to credit your sources by including in-text citations and a reference list in APA Style format using the seventh edition guidelines as provided in the UAGC Writing Center.
  + Review the Writing Center’s [*APA Style*](https://writingcenter.uagc.edu/apa-style)resource for guidance.
  + For guidance on finding scholarly sources, refer to the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table.

**Optional Part 2: Personal Introduction to the Class (ungraded)**

Introduce yourself to the class by stating your preferred name, work history, and any other interesting information appropriate for an online forum that you would like to share (e.g., where you live, current employment, family, activities, volunteer work). Appropriate photographs, such as professional headshots, are encouraged.

You can refer to the following help tools for further assistance:

* Not sure how to take a professional headshot? Review the [*How to Take Your Own Professional Headshot in 10 Steps*](https://www.indeed.com/career-advice/resumes-cover-letters/how-to-take-your-own-headshot) article.
* Not sure how to upload a picture? Review the Adding Images to Your Discussions instructional guide.

**Guided Response**

Take on the role of a professional assisting with intern selection. Review several of your classmates’ posts by Day 7 (Monday), and respond to at least three of your peers in posts of at least 150 words each.

Provide a response titled **Informal Professional Assessment** in response to the information provided by your classmates in their posts by addressing each of the following questions in your response.

* **Attention to detail**
  + Was their Professional Interview Introduction for [insert career or job title you selected].”labeled” as instructed?
  + Did they include a career field and job or position title?
  + How well did they follow the instructions?
* **Professionalism**
  + How professional was the content they shared?
  + Was all information directly relevant to the position they were applying for and to the specific questions asked?
  + Were the sources they cited scholarly and credible?
* **Knowledge**
  + Did they identify three topics relevant to psychological assessment?
  + Was their definition of psychological testing clear, accurate, and correctly cited?
  + How would you describe the quality of their discussion of how psychological testing is used in assessment in their chosen field?
* **Additional observations**
  + What other observations do you have about their “Professional Interview Introduction” (including strengths and opportunities for improvement)?

If your classmate provided a personal introduction, feel free to respond to the information they shared; however, be sure to separate your “Informal Professional Assessment” of their “Professional Interview Introduction” from any personal replies to their personal introduction.

Continue to monitor the discussion forum until 5:00 p.m. (Mountain Time) on Day 7 and respond with significant and meaningful dialogue to anyone who replies to your initial post. Be sure to also respond to your instructor’s comments to you in this forum by Day 7 (when applicable). Your grade will reflect both the quality of your initial post and the depth of your responses.

Before you submit your weekly discussions, you are also encouraged to review the Writing Center’s [*Grammarly: A Free Proofreading Tool*](https://writingcenter.uagc.edu/grammarly) page, which includes a link to set up your Grammarly account (if you have not already done so) and use Grammarly to review a rough draft of your assignment. Then, carefully review all issues identified by Grammarly and revise your work as needed.

### Learning Activities

1. **Reliability (Part 1) [WLO: 3] [CLO: 1]. Due by Day 3. Prior to beginning work on this learning activity,**

* **Read Chapter 2 of your textbook**
* Review the [*ABS300 | Week 1 | Reliability and Validity Overview*](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) video in your online classroom
* **Review the *ABS300 Terms Exploratory Activity* interactive in your online classroom**

After reviewing the required resources, complete **the Reliability (Part 1) learning activity in your online classroom.**

After reviewing the required resources, complete **the Reliability (Part 1) graded learning activity in your online classroom.** This activity contains one multiple-choice question and is worth 1% of your course grade. You will have unlimited time to complete the activity, and it must be taken in one sitting. You will have unlimited attempts to complete this activity.

1. **Validity and Interrelationship (Part 2) [WLO: 3] [CLO: 1]. Due by Day 3. Prior to beginning work on this learning activity,**

* **Read Chapter 2 of your textbook**
* Review the [*ABS300 | Week 1 | Reliability and Validity Overview*](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) video in your online classroom
* **Review the *ABS300 Terms Exploratory Activity* interactive in your online classroom**

After reviewing the required resources, complete **the Validity and Interrelationship (Part 2) graded learning activity in your online classroom.**

This activity contains two multiple-choice questions and is worth 2% of your course grade. You will have unlimited time to complete the activity, and it must be taken in one sitting. You will have unlimited attempts to complete this activity.

### Quiz

1. **Knowledge Check 1 [WLOs: 3, 4] [CLOs: 1, 2, 3, 4]**. **Due by Day 6**. Prior to taking this quiz, review

* Read Chapters 1 and 2 of your textbook
* Review Section 9: Assessment on the [*Ethical Principles of Psychologists and Code of Conduct*](https://www.apa.org/ethics/code/index?item=12)webpage
* Review the [*APA Guidelines for Psychological Assessment and Evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf)document

The quiz contains 20 multiple-choice and true or false questions. Each quiz is worth 1 point, and **the quiz is worth 5% of your course grade**. You will have 60 minutes to complete the quiz, and it must be taken in one sitting. You will have unlimited attempts to take this quiz.

This graded quiz assesses your understanding of the topics covered in Week 1. By taking multiple attempts, you can increase your mastery of the knowledge and improve your score The system will save your highest score. The first attempt should be completed by Day 6 (Sunday) of this learning week. Answers to questions will not be given to you after the first attempt. To prepare for a retake, missed questions should be written down so that you can use your Week 1 required resources to locate the correct responses.

### Assignment

1. **Ethical and Professional Issues in Psychological Assessment [WLOs: 2, 4] [CLO: 2]**. **Due by Day 7**. Prior to beginning work on this assignment,

* Read Chapters 1 and 2 in your course textbook
* Review Section 9: Assessment on the [*Ethical Principles of Psychologists and Code of Conduct*](https://www.apa.org/ethics/code/index)webpage
* Review the [*APA Guidelines for Psychological Assessment and Evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf) document
* Review the [*Equity in Psychological Testing: A Historical Perspective*](https://www.youtube.com/watch?v=KzXmzXbX-yQ) video

This assignment contains psychological tests that can be used in ways that are helpful or harmful. Ethical standards and legal constraints are placed on their use to protect the public, such as when tests are used for determining educational placement or employment selection. For this assignment, you will write a 2 to 3 page paper that details a psychological testing scenario and its ethical considerations.

To successfully complete this assignment, organize your paper in the following manner using each of the headings provided in **boldface**:

**Paragraph 1 (Introduction)**

* Compose a one-paragraph introduction to your psychological testing scenario and ethical considerations.
  + Be sure to review the University of Arizona Global Campus Writing Center’s [*Introductions & Conclusions*](http://writingcenter.uagc.edu/introductions-conclusions)resource.

**Paragraph 2 (Applied Scenario)**

* Create a one-paragraph fictitious scenario describing a situation in which psychological testing might be utilized (e.g., learning disorder evaluation, law enforcement candidate screening, pre-surgery evaluation, competency to stand trial determination or pre-employment testing). This list is not exhaustive.
  + Although not required, you are encouraged to create a fictitious scenario relevant to a field you would consider pursuing for your personal career.

**Paragraph 3 (Ethical Concerns)**

* Identify at least two potential ethical concerns for the scenario explicitly connecting each ethical concern to a specific ethical principle based on the assigned readings from Standard 9 in the APA Ethics Code (e.g., 9.01 Bases for Assessments, 9.02 Use of Assessment, 9.03 Informed Consent in Assessment, 9.06 Interpreting Assessment Results, 9.07 Assessment by Unqualified Persons, 9.08 Obsolete Tests and Outdated Test Results, or 9.10 Explaining Assessment Results).
  + For each ethical concern, be specific about how the principle relates to the fictitious scenario you created.

**Paragraph 4 (Test Bias, Reliability, Validity, and Equity**)

* Explain test bias, reliability, validity, and related ethical concerns as required in the assignment instructions.
  + Integrate what you learned from Chapter 2 with the information learned from the [*Equity in Psychological Testing: A Historical Perspective*](https://youtu.be/KzXmzXbX-yQ) video to determine how reliability and validity are related to equity in psychological testing.

**Paragraph 5 (Solutions)**

* Provide solutions for the two ethical concerns identified as required in the assignment instructions.
  + Refer to information from Chapter 2 in the textbook, the assigned video, and the [*APA Guidelines for Psychological Assessment and Evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf).

**Paragraph 6 (Conclusion)**

* Compose a one-paragraph conclusion as described in the University of Arizona Global Campus Writing Center’s [*Introductions & Conclusions*](http://writingcenter.uagc.edu/introductions-conclusions) resource.

The Ethical and Professional Issues in Psychological Assessment paper

* must be 2 to 3 double-spaced pages (500 to 750 words) in length plus a title page and at least one additional page for references (total 4 to 5 pages). Your assignment must be formatted according to [*APA Style*](https://writingcenter.uagc.edu/apa-style) as outlined in the Writing Center’s [*APA Formatting for Microsoft Word resource*](https://writingcenter.uagc.edu/apa-formatting-microsoft-word). Consider using the University of Arizona Global Campus Writing Center’s [*Grammarly: A Free Proofreading Tool*](http://writingcenter.uagc.edu/grammarly) resource.
* must include a separate title page with the following:
  + title of paper in bold font
* Space should appear between the title and the rest of the information on the title page.
  + student’s name
  + name of institution (The University of Arizona Global Campus)
  + course name and number
  + instructor’s name
  + due date
* must include the subheadings provided in the instructions (Introduction, Applied Scenario, Ethical Concerns, etc.).
* must utilize academic voice.
  + Review the [*Academic Voice*](https://writingcenter.uagc.edu/academic-voice) resource for additional guidance.
* must include an introduction and conclusion paragraph.
  + Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
  + For assistance on writing Introduction and Conclusions, refer to the Writing Center’s [*Introductions & Conclusions*](https://writingcenter.uagc.edu/introductions-conclusions)resource.
* must at least use the 2 sources listed in the instructions in addition to the course text. Additional scholarly sources may be included.
  + The [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf)table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source.
  + To assist you in completing the research required for this assignment, refer to this [*Quick and Easy Library Research*](https://ashford.mediaspace.kaltura.com/media/Ashford+University+Library+Quick+%27n%27+Dirty/0_bcsbcjee) tutorial, which introduces the University of Arizona Global Campus Library and the research process, and provides some library search tips.
* must document any information used from sources in APA Style as outlined in the Writing Center’s [*APA: Citing Within Your Paper*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) guide.
* must include a separate references page that is formatted according to APA Style as outlined in the Writing Center.
  + Refer to the [*APA: Formatting Your References List*](https://writingcenter.uagc.edu/format-your-reference-list) resource in the Writing Center for specifications.
* must use the Writing Paper Review resource prior to submitting.

# Week 2

## Psychological Testing in Education and Applied Research

To be completed during the 2nd week of class.

### Overview

| **Assessment** | **Due Date** | **Format** | **Grading Percent** |
| --- | --- | --- | --- |
| Applications of Intelligence and Achievement Assessments | Day 3  (1st post) | Discussion Forum | 5 |
| Knowledge Check 2 | Day 6 | Quiz | 5 |
| Testing in Applied Research | Day 7 | Assignment | 6 |

### Weekly Learning Outcomes

This week you will

1. Categorize psychological tests commonly utilized in education and applied research.
2. Compare psychological test methodologies utilized in applied research.
3. Critique practices related to the use of psychological assessments with diverse populations.

### Introduction

Continuing your role as a mental health professional, you now understand the importance of ethical and equitable testing and assessment practices. If you are a licensed psychologist, your credentials will allow you to administer individually administered tests of intelligence and achievement, neuropsychological testing, and additional tests to diagnose many neurodevelopmental disorders as well as tests to identify students eligible for gifted and talented programs.

If you are not a licensed psychologist, your credentials may allow you to administer some basic screening tests, but you will need to collaborate with psychologists at some point if comprehensive assessments are needed. Professionals administering these tests have many to choose from. How do you know the best tests are being selected for your clients?

This week, you will explore intelligence and achievement tests and understand how these tests are utilized, what they measure, and why they matter. Beyond clinical and educational settings, psychological tests are frequently utilized in research studies. Thus, this week, you will also apply principles you have learned to select appropriate tests for an applied research study measuring happiness. So, get ready for an amazing journey into the assessment world!

### Required Resources

#### Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice*. SAGE Publications.

* Chapter 3: Psychological Testing in Education: Comparing Student Outcomes Across Nations with the PISA and the TIMSS
* Chapter 4: Psychological Testing in Applied Research
* The full-text version of this ebook is available through the RedShelf platform. Chapter 3 provides a general overview of psychological testing and its uses in practice and research. Chapter 4 discusses basic psychometric principles relevant to psychological testing. These chapters will assist with your Applications of Intelligence and Achievement Assessments discussion forum, Knowledge Check 2 quiz, and Testing in Applied Research assignment this week.

#### Articles

Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology: Research and Practice*, *51*(5), 477–487. https://doi.org/10.1037/pro0000349

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article provides information regarding remote administration of achievement and intelligence tests, and implications for practice and policy. This article will assist with your Applications of Intelligence and Achievement Assessments discussion forum, Knowledge Check 2 quiz, and Testing in Applied Research assignment this week.

Kumar, S., Kartikey, D., & Singh, T. (2021). Intelligence tests for different age groups and intellectual disability: A brief overview. *Journal of Psychosocial Research*, *16*(1), 199–209. https://doi.org/10.32381/JPR.2021.16.01.18

* The full-text version of this article is available through the Academic Search Complete database in the University of Arizona Global Campus Library. This article discusses the role of intelligence tests in measuring the intelligence of different age groups and elaborates on intellectual disability. It will assist you with your Applications of Intelligence and Achievement Assessments discussion forum and Knowledge Check 2 quiz this week.

Ackerman, P. L. (2023). Intelligence… moving beyond the lowest common denominator. *American Psychologist*, *78*(3), 283–297. https://doi.org/10.1037/amp0001057

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article provides a review of the traditional approaches to assessment and includes a proposal for broadening the range of skills and knowledge areas included in intelligence assessments. This article will assist with your Applications of Intelligence and Achievement Assessments discussion forum and Knowledge Check 2 quiz this week.

#### Multimedia

TEDx Talks. (2012, December 4). [*None of the above - Why standardized testing fails: Bob Sternberg at TEDxOStateU*](https://youtu.be/otlmKZeNi-U) [Video]. YouTube. https://youtu.be/otlmKZeNi-U

* This video discusses the faults in standardized testing and provides recommendations for assessment practices to meet contemporary societal needs. It will assist with your Applications of Intelligence and Achievement Assessments discussion forum and Knowledge Check 2 quiz this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

#### Supplemental Materials

American Psychological Association. (2017). [*Multicultural guidelines: An ecological approach to context, identity, and intersectionality*](https://www.apa.org/about/policy/multicultural-guidelines.pdf)*.* https://www.apa.org/about/policy/multicultural-guidelines.pdf

* This APA guide provides information that psychologists should consider for gaining knowledge and understanding of human development of diverse identities and the implications for professional psychological practice, including testing and assessment. This will assist with your Knowledge Check 2 quiz and Testing in Applied Research assignment this week. This week, you will review the following pages from this guide:
  + Guideline 1, pp. 16–24.
  + Guideline 2: Applications to Practice, Research, and Consultation, pp. 31–32
  + Guideline 3, pp. 34–40
  + Guideline 6: Applications to Practice, Research, and Consultation, pp. 63–64
  + Guideline 7: Research, pp. 74–75
  + Level 3 Case Illustrations: Institutional Impact on Engagement (Case of Aiden), pp. 182–184
  + Level 1 Case Illustrations: Bidirectional Model of Self-Definition and Relationships: Part C. An Example of Inclusive Research, pp. 192–194

[Accessibility Statement](https://www.apa.org/about/accessibility)

[Privacy Policy](https://www.apa.org/about/privacy)

University of Pennsylvania. (2015). [*Authentic happiness*](https://www.authentichappiness.sas.upenn.edu/testcenter). https://www.authentichappiness.sas.upenn.edu/testcenter

* This inventory provides access to assessments of happiness and related constructs. This will assist with your Testing in Applied Research assignment this week. If you have a visual disability that prevents you from creating an account on this website, review the [*5 Ways to Efficiently Extract Text from Images (OCR)*](https://www.guidingtech.com/64826/extract-text-from-images-ocr/) article to assist in navigating the required captcha.

Accessibility Statement does not exist.

[Privacy Policy](https://www.authentichappiness.sas.upenn.edu/privacy)

### Recommended Resources

#### Book

American Psychological Association. (2024). [*APA dictionary of psychology*](https://dictionary.apa.org/). Retrieved June 24, 2024, from https://dictionary.apa.org/

* The full-text version of this book is available through the American Psychology Association. It is a handbook used as an authoritative reference for subfields of psychology. This book may assist with your Testing in Applied Research Assignment this week.

#### Multimedia

TEDx Talks. (2014, June 26). [*Do standardized tests matter? | Nathan Kuncel | TEDxUMN*](https://youtu.be/Gv_Cr1a6rj4). [Video]. YouTube. https://youtu.be/Gv\_Cr1a6rj4

* This video of Nathan Kuncel discusses the importance of standardized test scores. The presentation includes a discussion of the relationship between scores and both academic and career achievement. This video may assist with your Applications of Intelligence and Achievement Assessments discussion forum this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

### Discussion Forum

1. **Applications of Intelligence and Achievement Assessments [WLOs: 1, 3] [CLOs: 3, 4].** **1st Post Due by Day 3**. Prior to beginning work on this discussion forum,

* Read Chapters 3 and 4 of your textbook
* Review the [*None of the Above - Why Standardized Testing Fails: Bob Sternberg at TEDxOStateU*](https://youtu.be/otlmKZeNi-U) video
* Review the Intelligence… Moving Beyond the Lowest Common Denominator article
* Review the Teleassessment With Children and Adolescents During the Coronavirus (COVID-19) Pandemic and Beyond: Practice and Policy Implications article
* Review the Intelligence Tests for Different Age Groups and Intellectual Disability: A Brief Overview article

For this discussion, you will explore a variety of intelligence tests or tests of achievement. Select at least three standardized, individually administered intelligence tests or tests of achievement from the following lists:

|  |
| --- |
| **Note**: It is common for there to be a delay between the time a test publisher updates a test and the time a textbook and other authors can update their information about the new version of the test. Be sure to do online research to make sure you are recommending the most current version of the test. If there is a newer version than the version discussed in the textbook, other readings, or listed. Discuss the newest version available. Research up-to-date information about the tests you select to discuss by visiting the test publishers’ websites. |

**List A (Select two tests from this list.)**

* Bayley Scales of Infant and Toddler Development, Fourth Edition (Bayley-4)
* Kaufman Assessment Battery for Children, Second Edition, Normative Update (KABC-II-NU)
* Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
* Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
* Wechsler Individual Achievement Test, Fourth Edition (WIAT- IV)
* Woodcock-Johnson IV (WJ IV) Tests of Achievement
* Woodcock-Johnson IV (WJ IV) Tests of Cognitive Abilities

**List B (Select one test from this list.)**

* Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI - IV)
* Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
* Wechsler Adult Intelligence Scale, Fifth Edition (WAIS–5)

Research up-to-date information about the tests you selected by visiting the test publishers’ websites, videos and readings listed under Required Resources, and at least one additional peer-reviewed journal article published within the last 15 years. Include each of the headings provided for you in **boldface** to organize your work. Cite and reference all your sources. Blogs and sources listed in the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf)table as “credible’ but are not peer-reviewed journal articles or scholarly books may not be used for this assignment. Review the University of Arizona Global Campus Writing Center’s resources, [*APA Style*](https://writingcenter.uagc.edu/apa-style) for guidance on correct APA format.

To successfully complete this discussion, your post must be at least 600 words and include the following:

* **Test name:** Identify the name of each test, author or authors, test publisher, and the publication year of the most recent version of the test.
* **What the test measures:** Explain what the test is purported to measure. The most up-to-date information to complete this requirement is often found on the test publisher’s website.
* **Critique:** Critique the test by including an evaluation of the test’s strengths and weaknesses based on scholarly research.
* **Remote administration:** Identify whether the test can be administered remotely and discuss the pros and cons of doing so. The most up-to-date information to complete this requirement is often found on the test publisher’s website.
* **Scenario:** Create a brief fictitious scenario illustrating how the test(s) might be utilized in professional practice.
  + Create one scenario incorporating all three tests or three individual scenarios.
  + Include relevant demographic information about the individuals to whom the test will be administered in your scenario (e.g., age, gender, ethnicity, language, psychological or medical diagnoses, and relevant cultural or geographic information). Address any ethical, reliability, or validity concerns relevant to the scenario.
* **References:** Support ideas you share in your post by citing and referencing all sources utilized, including the required resources for this week, at least one additional peer-reviewed journal article published within the last 15 years, and any other sources (e.g., textbook, test publishers’ websites, etc.).

The reference list and any instructions copied into the discussion forum do not contribute to the minimum word count. Be sure to document your sources by including APA Style-formatted citations and references.

**Guided Response:** Review several of your classmates’ posts and by Day 7 (Monday), respond to at least two of your peers in posts of at least 250 words each. Peer responses should be scholarly, insightful, and well-written. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange among scholars and other professionals. Discuss topics of interest relevant to the week’s assignments. Also, consider the following in your responses:

* Identify any relevant connections between your understanding of the course material and that of your peers.
* Ask relevant questions about the information shared by your peers.
* If appropriate, share examples from your own experiences or knowledge that support your evaluation of the weekly discussion prompt. (Only share information that is appropriate to share in a public academic/professional forum.)
* Support your ideas with scholarly, peer-reviewed, credible sources with APA-formatted citations and references. You can review the Writing Center’s [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table for guidance.

**Instructor Responses:** Review any instructor feedback on your postings. Often, feedback is shared to help you elevate your level of critical thought or make corrections to improve your grade. Reply based on this feedback to advance your understanding of the content addressed. Note replies your instructor makes to other classmates. Often, you can learn from feedback given to other students. Feel free to join conversations your instructor posts that interest you, even if the post was not a direct reply to your initial post. Review the Instructor Response Guide for further information.

### Quiz

1. **Knowledge Check 2 [WLOs: 1, 2, 3] [CLOs: 1, 3, 4]**. **Due by Day 6**. Prior to taking this quiz,

* Read Chapters 3 and 4 of your textbook
* Review the Teleassessment With Children and Adolescents During the Coronavirus (COVID-19) Pandemic and Beyond: Practice and Policy Implications article
* Review the Intelligence Tests for Different Age Groups and Intellectual Disability: A Brief Overview article
* Review the [*None of the Above - Why Standardized Testing Fails: Bob Sternberg at TEDxOStateU*](https://youtu.be/otlmKZeNi-U) video
* Review the Intelligence… Moving Beyond the Lowest Common Denominator article
* Review the [*Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*](https://www.apa.org/about/policy/multicultural-guidelines.pdf) APA guide

You will have unlimited attempts to take this quiz. Each quiz is worth 1 point, and **the quiz is worth 5% of your course grade**. You will have 60 minutes to complete the quiz, and it must be taken in one sitting. You will have unlimited attempts to take this quiz.

This graded quiz assesses your understanding of the topics covered in Week 2. By taking multiple attempts, you can increase your mastery of the knowledge and improve your score The system will save your highest score. The first attempt should be completed by Day 6 (Sunday) of this learning week. Answers to questions will not be given to you after the first attempt. To prepare for a retake, missed questions should be written down so that you can use your Week 2 required resources to locate the correct responses.

### Assignment

1. **Testing in Applied Research** **[WLOs: 1, 2] [CLOs: 1, 3]**. **Due by Day 7**. Prior to beginning work on this assignment,

* Read Chapters 3 and 4 of your textbook
* Review the [*Multicultural Guidelines: An Ecological Approach to Context, Identity, And Intersectionality*](https://www.apa.org/about/policy/multicultural-guidelines.pdf)APA guide
* Review the Teleassessment With Children and Adolescents During the Coronavirus (COVID-19) Pandemic and Beyond: Practice and Policy Implications article
* Attempt the tests available through the [*Authentic Happiness*](https://www.authentichappiness.sas.upenn.edu/testcenter) Questionnaire Center
  + To access the tests, you need to register for a free account. Select at least three tests to take or review the test items. You are not required to share the actual results of any test you choose to take.

Psychological tests are used in applied research for various reasons. Tests can be used to select subjects to participate in experiments, to measure confounding variables, to evaluate the effectiveness of programs and interventions, or to determine psychometric properties such as the validity of other tests.

In this assignment, you will consider the topic of measuring happiness in applied research. There is an extensive body of research on happiness and many measures of happiness and related constructs have been developed for research use. You will then write a paper that should model critical thought.

To successfully complete this assignment, organize your paper in the following manner using each of the headings provided in **boldface**:

**Introduction**

* Compose a one-paragraph introduction as described in the University of Arizona Global Campus Writing Center’s [*Introductions & Conclusions*](http://writingcenter.uagc.edu/introductions-conclusions) resource.

**Applied Research Project Summary**

* Create a one-paragraph overview describing an applied research project related to measuring happiness. Include a research question and a hypothesis.
  + The overview must include a description of the subjects to be (e.g., children in Grades 4 to 6, adults who are incarcerated, clients in a PTSD group therapy program, corporate CEOs, middle managers, and first responders). This list is not exhaustive.
  + Feel free to discuss other subject populations for your project. Although not required, if you have studied research methods and are employing an experimental design, you are encouraged to identify your independent and dependent variables. You are also encouraged to propose your research project on a topic that is relevant to a field you would consider pursuing for your personal career.

**Assessing Happiness and Related Constructs**

* Develop a 2 to 3 paragraph explanation of how happiness and related constructions will be assessed in your research project. The explanation must include each of the following:
  + at least three questionnaires selected from the [*Authentic Happiness*](https://www.authentichappiness.sas.upenn.edu/testcenter) Questionnaire Center to include in your project, including a one-sentence summary of what each test purports to measure
  + an explanation of how you will utilize the test in your study (e.g., subject selection, evaluating the effectiveness of an intervention, determining the validity of another instrument utilized elsewhere in your study or program, symptom monitoring)

**Validity Concerns**

* Formulate an overview of validity concerns for your research project that includes all the following information:
  + Definitions for each of the following terms using only the textbook, the learning activity, the [*APA Dictionary of Psychology*](https://dictionary.apa.org/), and scholarly sources in the order listed here: content validity, criterion-related validity, concurrent validity, construct validity, convergent validity, discriminant validity, and face validity.
    - * Do not use Wikipedia, encyclopedias, or blogs for your definitions. The only dictionary that may be used is the [*APA Dictionary of Psychology*](https://dictionary.apa.org).
  + Discussions of how each type of validity might apply to your research project or to the questionnaires you selected. You may present the validity information as a bulleted list, a table, chart, or figure.
  + Justifications for why you believe the tests you selected are appropriate and valid for the subjects on which you will base your research. If you are unable to justify the test as being appropriate and valid for a specific group, clearly state what the validity concerns are.
  + Addition of data from the [*Multicultural Guidelines: An Ecological Approach to Context, Identity, And Intersectionality*](https://www.apa.org/about/policy/multicultural-guidelines.pdf) resource.

**Conclusion**

* Compose a one-paragraph conclusion as described in the University of Arizona Global Campus Writing Center’s [*Introductions & Conclusions*](http://writingcenter.uagc.edu/introductions-conclusions) resource.
  + Include any ethical concerns related to conducting your proposed research project and how knowledge obtained from your study could be utilized in an applied context.

The Testing in Applied Research paper

* + must be 2 to 3 double-spaced pages in length (500–750 words) plus a title page and at least one additional page for references (a total of four-to-five pages). Your assignment must be formatted according to [*APA Style*](https://writingcenter.uagc.edu/apa-style) as outlined in the Writing Center’s [*APA Formatting for Microsoft Word*](https://writingcenter.uagc.edu/apa-formatting-microsoft-word) resource.
  + must include a separate title page with the following:
  + title of paper in bold font
    - * Space should appear between the title and the rest of the information on the title page.
  + student’s name
  + name of institution (The University of Arizona Global Campus)
  + course name and number
  + instructor’s name
  + due date
  + must include the subheadings provided in the instructions (Introduction, Applied Research Project Summary, Assessing Happiness and Related Constructs, etc.).
  + must utilize academic voice.
  + Review the [*Academic Voice*](https://writingcenter.uagc.edu/academic-voice) resource for additional guidance.
  + must include an introduction and conclusion paragraph.
  + Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
  + For assistance on writing [*Introductions & Conclusions*](https://writingcenter.uagc.edu/introductions-conclusions) and [*Writing a Thesis Statement*](https://writingcenter.uagc.edu/writing-a-thesis), refer to the Writing Center resources.
  + must use the assigned resources and the course text required for Week 2 and at least one additional scholarly article defining the different types of validity you are required to discuss in your paper.
  + The [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source.
  + To assist you in completing the research required for this assignment, refer to this [*Quick and Easy Library Research*](https://ashford.mediaspace.kaltura.com/media/Ashford+University+Library+Quick+%27n%27+Dirty/0_bcsbcjee) tutorial, which introduces the University of Arizona Global Campus Library and the research process, and provides some library search tips.
* must document any information used from sources in APA Style as outlined in the Writing Center’s [*APA: Citing Within Your Paper*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) guide.
* must include a separate references page that is formatted according to APA Style as outlined in the Writing Center.
  + Refer to the [*APA: Formatting Your References List*](https://writingcenter.uagc.edu/format-your-reference-list) resource in the Writing Center for specifications.

# Week 3

## Psychological Testing in Mental Health Diagnosis and Treatment

To be completed during the 3rd week of class.

### Overview

| **Assessment** | **Due Date** | **Format** | **Grading Percent** |
| --- | --- | --- | --- |
| Presurgical Psychological Evaluation | Day 3  (1st post) | Discussion Forum | 6 |
| Knowledge Check 3 | Day 6 | Quiz | 5 |
| Psychological Testing in Mental Health | Day 7 | Learning Activity | 3 |

### Weekly Learning Outcomes

This week you will

1. Select appropriate psychological tests for use in the assessment and treatment of mental health concerns.
2. Compare the ethical and professional goals and responsibilities in diagnostic assessment, therapeutic assessment, outcomes assessment, and program assessment.
3. Identify factors that should be considered in choosing culturally appropriate psychological tests to use in mental health and medical contexts.

### Introduction

Now you understand the importance of testing and assessments in contexts related to education and research. This week you will continue to explore the use of psychological tests and assessment in clinical settings as well as in collaboration with medical professionals who need their patients evaluated before certain medical procedures will be approved. Depending on the needs of the case, psychiatrists, physicians, nurses, counselors, and social workers may be able to administer basic screening tests, or they may need to refer the individual to a psychologist for more in-depth testing. As a mental health professional, you have a variety of tools at your disposal which include interviews, tests, and observations.

Whether using a screening tool or conducting an in-depth psychological evaluation, professionals must adhere to strict guidelines that ensure they are utilizing valid and reliable methods in ethically responsible ways. In contrast, you may come across individuals without the appropriate training, expertise and credentials offering pseudo-psychological quizzes through social media, websites, and in other settings promoting measures that are not valid or credible. As a professional or consumer, how do you determine if the tests you administer or are taking are the best tests available for the purposes needed?

### Required Resources

#### Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice.* SAGE Publications.

* Chapter 5: Psychological Testing in Mental Health Diagnosis and Treatment
* Chapter 6: Psychological Testing in Medicine: Psychological Evaluation Prior to Bariatric Surgery
* The full-text version of this ebook is available through the RedShelf platform. Chapter 5 provides a general overview of psychological testing and its uses in practice and research. Chapter 6 presents an applied example of using psychological testing in a medical context. These chapters will assist with your Presurgical Psychological Evaluation discussion forum, Knowledge Check 3 quiz, and Psychological Testing in Mental Health learning activity this week.

#### Articles

Murphy, T. M., Chang, C. Y., & Dispenza, F. (2018). Qualitative clinical mental health program evaluation: Models and implications for counseling practitioners and educators. *Journal of Mental Health Counseling*, *40*(1), 1–13. https://doi.org/10.17744/mehc.40.1.01

* The full-text version of this article is available through the Academic OneFile database in the University of Arizona Global Campus Library. This article presents qualitative program evaluation models and methodologies for use in clinical settings. This will assist with your Psychological Testing in Mental Health learning activity this week.

Piotrowski, C. (2020). Assessment of depression: Which are the prominent mental health instruments in research studies? SIS *Journal of Projective Psychology and Mental Health*, *27*(2), 63–67.

* The full-text version of this article is available through the Academic Search Complete database in the University of Arizona Global Campus Library. This article provides information about psychological tests frequently utilized in research and evaluation studies. This will assist with your Presurgical Psychological Evaluation discussion forum, Psychological Testing in Mental Health learning activity, and Knowledge Check 3 quiz this week.

Taknint, J. T., Depestre, S., Alshabani, N., Martin, A. M., Virkar, S., & Milord, J. (2024). Assessing psychotic spectrum disorders in partnership with patients: Three culturally responsive therapeutic assessment cases. Practice Innovations. Advance online publication. https://doi.org/10.1037/pri0000241

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article provides an overview of therapeutic assessment and presents three clinical case examples employing therapeutic assessment. This will assist with your Knowledge Check 3 quiz and Psychological Testing in Mental Health learning activity this week.

#### Multimedia

The University of Arizona Global Campus. (n.d.). [ABS300 | Week 1 | Reliability and Validity Overview](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) [Video]. Kaltura. https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1\_g26xvlzy

* This video provides information on two important terms in psychological testing. This video will assist with Psychological Testing in Mental Health learning activity this week. This video has closed captioning and a transcript.

The University of Arizona Global Campus <<Add the MCQ Interactive URL>>

#### Webpages

Pearson. (n.d.). [*Battery for Health Improvement 2*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html

* This webpage provides information about the Battery for Health Improvement 2 test. This will assist with your Presurgical Psychological Evaluation discussion forum and Knowledge Check 3 quiz this week.

[Accessibility Statement](https://www.pearson.com/us/accessibility.html)

[Privacy Policy](https://www.pearson.com/en-us/legal-information/privacy-policy.html)

Pearson. (n.d.). [*Eating Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html

* This webpage provides information about the Eating Inventory test. This will assist with your Presurgical Psychological Evaluation discussion forum and Knowledge Check 3 quiz this week.

[Accessibility Statement](https://www.pearson.com/us/accessibility.html)

[Privacy Policy](https://www.pearson.com/en-us/legal-information/privacy-policy.html)

Pearson. (n.d.). [*Millon Behavioral Medicine Diagnostic*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Millon-Behavioral-Medicine-Diagnostic/p/100000231.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Millon-Behavioral-Medicine-Diagnostic/p/100000231.html

* This webpage provides information about the Millon Behavioral Medicine Diagnostic test. This will assist with your Presurgical Psychological Evaluation discussion forum and Knowledge Check 3 quiz this week.

[Accessibility Statement](https://www.pearson.com/us/accessibility.html)

[Privacy Policy](https://www.pearson.com/en-us/legal-information/privacy-policy.html)

Pearson. (n.d.). [*Quality of Life Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html). https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html

* This webpage provides information about the Quality of Life Inventory test. This will assist with your Presurgical Psychological Evaluation discussion forum and Knowledge Check 3 quiz this week.

[Accessibility Statement](https://www.pearson.com/us/accessibility.html)

[Privacy Policy](https://www.pearson.com/en-us/legal-information/privacy-policy.html)

### Recommended Resources

#### Book

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text-revision). https://doi.org/10.1176/appi.books.9780890425787

* The full-text version of this book is available through the University of Arizona Global Campus Library. It is a handbook used by mental health care professionals to assist with the diagnosis of mental disorders. This book may assist with your Presurgical Psychological Evaluation discussion forum and Psychological Testing in Mental Health learning activity this week.

#### Articles

Dipeolu, A., Hargrave, S., & Storlie, C. A. (2015). Enhancing ADHD and LD diagnostic accuracy using career instruments. *Journal of Career Development, 42*(1), 19–32. htpps://doi.org/10.1177/0894845314521691

* The full-text version of this article is available through the SAGE Journals Online database in the University of Arizona Global Campus Library. This article presents data based on the concurrent use of diagnostic categories and career instruments and discusses ways in which career counselors can use concurrent information to effectively address the needs of clients with ADHD and LD. This may assist with your Psychological Testing in Mental Health learning activity this week.

Martin, H., & Frackowiak, M. (2017). The value of projective/performance-based techniques in therapeutic assessment. *Journal of Projective Psychology & Mental Health*, *24*(2), 91–95.

* The full-text version of this article is available through the Academic Search Complete database in the University of Arizona Global Campus Library. This article presents information about the utility of projective/performance-based assessments in therapeutic assessment. This may assist with your Psychological Testing in Mental Health learning activity this week.

Guyadeen, D., & Seasons, M. (2018). Evaluation theory and practice: Comparing program evaluation and evaluation in planning. *Journal of Planning Education and Research*, *38*(1), 98–110. https://doi.org/10.1177/0739456X16675930

* The full-text version of this article is available through the SAGE Journals Online database in the University of Arizona Global Campus Library. This article, the authors review the major approaches of program evaluation and evaluation in planning. This may assist with your Psychological Testing in Mental Health learning activity this week.

#### Multimedia

Pearson Assessments US. (2020, June 22). [*Presurgical evaluations*](https://youtu.be/KqM45mn4Tko) [Video]. YouTube. https://youtu.be/KqM45mn4Tko

* This video explores the topic of presurgical assessment and provides information about several assessment tools that can help clinicians understand biopsychosocial variables and how they can predict postsurgical outcomes. This may assist with your Presurgical Psychological Evaluation discussion forum this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

### Discussion Forum

1. **Presurgical Psychological Evaluation** **[WLOs: 1, 2, 3] [CLOs: 2, 3, 4]**. **1st Post Due by Day 3**. Prior to beginning work on this discussion forum,

* Read Chapters 5 and 6 of your textbook
* Review Assessment of Depression: Which are the Prominent Mental Health Instruments in Research Studies? article
* Review the overview and product detail information for the following inventory and diagnostic tools:
  + [*Battery for Health Improvement 2*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html)
  + [*Eating Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html)
  + [*Millon Behavioral Medicine Diagnostic*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-&-Biopsychosocial/Millon-Behavioral-Medicine-Diagnostic/p/100000231.html)
  + [*Quality of Life Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html)

In addition, research at least two peer-reviewed journal articles tosupportyour presurgical psychological evaluation plan based on the medical procedure you select.

For this discussion, you will develop a presurgical psychological evaluation plan. Select one medical procedure from this list:

* Chronic pain control procedure
* Deep-brain stimulation for Parkinson’s disease
* Gender transitioning or gender affirming surgery
* Organ transplant
* Reconstructive (plastic) surgery
* Reversal of gender transitioning or gender detransitioning surgery
* Spine surgery
* Stem cell and bone marrow implantation

To successfully complete this discussion, include each of the following in your initial post, using the headings provided for you in **boldface** to organize your work. Cite and reference all your sources. Blogs and sources listed in the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table as “credible’ but are not peer-reviewed journal articles or scholarly books may not be used for this assignment. Review the University of Arizona Global Campus Writing Center’s[*APA Style*](https://writingcenter.uagc.edu/apa-style) for guidance on correct APA format.

The points to include in your initial post are as follows:

* **Medical procedure:** Identify which medical procedure you selected at the top of your initial post.
* **Scenario:** Create a 1 to 2 paragraph fictitious client scenario pertinent to the medical procedure you selected. Include relevant demographics (e.g., age, gender, languages, ethnicity, family status, education, socio-economic status). Copy the scenario directly into the discussion forum in your initial post.
* **List of tests:** Create a list of culturally appropriate, ethical tests, and assessment procedures you would recommend for determining whether to recommend the client for the medical procedure. Note that the list of tests included in the instructions is not exhaustive. You will need to do additional research using your textbook and online resources to identify additional tests. Be specific about what the tests measure and address the following question:
  + What types of test results would lead you to recommend or not recommend the client have the medical procedure at this time?
    - * Copy this information directly into the discussion forum in your initial post.
* **References:** Include APA-formatted in-text citations and a reference list to scholarly sources in the written portion of your post.
* **Oral communication explanation:** Create a 2 to 3 minute video or audio explaining to your client why you are recommending each test or assessment procedure. Attach a transcript of your recording in a Word document. Your transcript does not need to include citations and references unless you refer to specific sources in your recording. For guidance on creating your video or audio presentation use the University of Arizona Writing Center resource, [*Presentation Tips*](https://writingcenter.uagc.edu/presentation-tips). Use the resources as a guide for your video or audio recording options.
  + Recording a presentation in Zoom.
    - * [*Zoom Quick-Start Guide*](https://content.bridgepointeducation.com/curriculum/file/80d3fa51-6a35-488e-8c5e-d2e1dc08d75c/1/Zoom_Quick-Start_Guide.pdf)
  + Recording a presentation in Canvas.
    - * [*Canvas Video Submission Instructions*](https://content.bridgepointeducation.com/curriculum/file/39e570a4-4ca0-4935-8865-60142a8df3b3/1/Canvas%20Video%20Submission%20Instructions.pdf)
  + Recording a presentation in [*Screencast-O-Matic*](https://screencast-o-matic.com/).
    - * [*Screencast-O-Matic Quick-Start Guide*](https://content.bridgepointeducation.com/curriculum/file/62ef7e2a-3f35-4806-9cf5-d85877fca23a/1/Screencastomatic_Quick-Start_Guide.pdf)
  + If you choose to use another recording tool for your submission, please follow the guide instructions to upload an audio file or MP4 video file into your classroom using the same steps. If you save your video to an external site (e.g., YouTube), you may submit a link; however, it is your responsibility to ensure that the permissions allow the video to be viewed from the link. Videos that cannot be viewed will result in a zero for that portion of the requirement.
  + If you choose to have your webcam on for your video, refer to the resource, [*Web Recording Do’s and Don’ts*](https://content.bridgepointeducation.com/curriculum/file/7339fc40-b568-4674-8cbc-7401a6611e4e/1/Web%20Recording%20Do%27s%20and%20Don%27ts.pdf) for guidance on producing a quality webcam video.

**Accessibility Statement:** If you have a disability that impacts your ability to successfully participate in this or any other course activity, please provide your instructor with your authorized Accommodation Request form from the Office of Student Access and Wellness so that they can discuss and arrange an alternative plan with you.

**Guided Response:** Review several of your classmates’ posts and by Day 7 (Monday), respond to at least two of your peers in posts of at least 250 words each. Peer responses should be scholarly, insightful, and well-written. Discuss topics of interest relevant to the week’s assignments.

Include the following in your responses:

* Identify relevant connections between your understanding of the course material and that of your peer.
* Construct at least one question about a test or assessment procedure recommended by your peer.
* Critique the audio or video recording by addressing the following questions: Was the recording clear and audible? Was the rationale stated using vocabulary at a level the client would understand? Was the information accurate? Was the presentation style professional?
* Link ideas you share with your colleague to credible [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table by including APA-formatted citations and references.
* Review the UAGC Writing Center’s resources, for guidance.

### Learning Activity

1. **Psychological Testing in Mental Health [WLOs: 1, 3] [CLOs: 3, 4]**. **Due by Day 7**.Prior to beginning work on this learning activity,
   * Read Chapters 5 and 6 of your textbook
   * Review the Qualitative Clinical Mental Health Program Evaluation: Models and Implications for Counseling Practitioners and Educators article
   * Review the Assessment of Depression: Which are the Prominent Mental Health Instruments in Research Studies? article
   * Review the Assessing Psychotic Spectrum Disorders in Partnership With Patients: Three Culturally Responsive Therapeutic Assessment Cases article
   * Review the [*ABS300 | Week 1 | Reliability and Validity Overview*](https://uagc.mediaspace.kaltura.com/media/ABS300+%7C+Week+1+%7C+Reliability+and+Validity+Overview/1_g26xvlzy) video in your online classroom

After reviewing the required resources, complete **Psychological Testing in Mental Health** learning activity in your online classroom. The activity contains multiple-choice questions based on four scenarios and is worth 3% of your course grade. You will have unlimited time to complete the activity, and it must be taken in one sitting. You will have unlimited attempts to complete this activity.

### Quiz

1. **Knowledge Check 3 [WLOs: 1, 2, 3] [CLOs: 2, 3, 4]**. **Due by Day 6**. Prior to taking this quiz,

* Read Chapters 5 and 6 of your textbook
* Review Assessment of Depression: Which are the Prominent Mental Health Instruments in Research Studies? article
* Review Assessing Psychotic Spectrum Disorders in Partnership With Patients: Three Culturally Responsive Therapeutic Assessment Cases article
* Review the overview and product detail information for the following inventory and diagnostic tools:
  + [*Battery for Health Improvement 2*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Battery-for-Health-Improvement-2/p/100000095.html?tab=product-details)
  + [*Eating Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Eating-Inventory/p/100000470.html)
  + [*Millon Behavioral Medicine Diagnostic*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Millon-Behavioral-Medicine-Diagnostic/p/100000231.html?tab=product-details)
  + [*Quality of Life Inventory*](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Quality-of-Life-Inventory/p/100000635.html)

The quiz contains 20 multiple-choice and true or false questions. Each quiz is worth 1 point, and **the quiz is worth 5% of your course grade**. You will have 60 minutes to complete the quiz, and it must be taken in one sitting. You will have unlimited attempts to take this quiz.

This graded quiz assesses your understanding of the topics covered in Week 3. By taking multiple attempts, you can increase your mastery of the knowledge and improve your score The system will save your highest score. The first attempt should be completed by Day 6 (Sunday) of this learning week. Answers to questions will not be given to you after the first attempt. To prepare for a retake, missed questions should be written down so that you can use your Week 3 required resources to locate the correct responses.

# week 4

## Forensic Psychological Assessment

To be completed during the 4th week of class.

### Overview

| **Assessment** | **Due Date** | **Format** | **Grading Percent** |
| --- | --- | --- | --- |
| Psychological Assessment in Forensic Settings | Day 3  (1st post) | Discussion Forum | 5 |
| Knowledge Check 4 | Day 6 | Quiz | 5 |
| Discipline-Based Literature Review | Day 7 | Assignment | 15 |

### Weekly Learning Outcomes

This week you will

1. Discuss the importance of considering the context of psychological assessment when interpreting findings for forensic purposes.
2. Differentiate tests that have strong psychometric support from those that have weak psychometric support.
3. Identify controversies surrounding the applications of various psychological assessments.

### Introduction

When they hear the term “forensic psychological assessments,” many immediately think of testing individuals charged with major crimes. While that certainly does lie within the purview of forensic psychology, forensic psychologists conduct assessments for a broad range of cases involved in the legal system. If you are a professional assigned a case, you will conduct a forensic psychological evaluation, which will include a thorough clinical interview, a comprehensive review of records, case law, collateral data, and psychological tests.

These tests will examine various fields of psychology, such as clinical, counseling, education, and health. Being professionals, you are expected to use fair and accurate tests that should be reliable, valid, and culturally fit to measure psychological and behavioral, considering everyone’s background. The primary responsibility of considering people from different cultures is to think about how their culture may affect the reliability and validity of test scores. Even after we worry about bias testing there isn’t a clear way to address it.

This week, you will explore how psychologists use testing in forensic settings. They face different challenges, such as cultural differences and dealing with bias.

### Required Resources

#### Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice.* SAGE Publications.

* Chapter 7: Psychological Testing in the Legal Arena: Child Custody in High Conflict Divorce
* Chapter 8: Psychological Testing in Determining Disability: Intellectual Disability and the Death Penalty
* The full-text version of this ebook is available through the RedShelf platform. Chapter 7 provides a general overview of applications of psychological testing in forensic settings. Chapter 8 discusses the use of psychological testing for identifying intellectual disability. These chapters will assist with your Psychological Assessment in Forensic Settings discussion forum, Knowledge Check 4 quiz, and Discipline-Based Literature Review assignment this week.

#### Book

Okazaki, S., & Sue, S. (2016). Methodological issues in assessment research with ethnic minorities. In A. E. Kazdin (Ed)., *Methodological**issues**and strategies in clinical**research* (4th ed., pp. 235–247). American Psychological Association. https://doi.org/10.1037/14805-015

* The full-text version of this book is available through the APA PsycInfo database in the University of Arizona Global Campus Library. This book addresses methodological problems commonly found in assessment research conducted on individuals from underrepresented ethnic groups. This will assist with your Knowledge Check 4 quiz and Discipline-Based Literature Review assignment this week.

#### Articles

Bergkamp, J., McIntyre, K. A., & Hauser, M. (2023). An uncomfortable tension: Reconciling the principles of forensic psychology and cultural competency. *Law and Human Behavior*, 47(1), 233–248. https://doi.org/10.1037/lhb0000507

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article presents the results of a study in which psychological assessment professionals reported their customary practices related to test selection, test administration, and test interpretation when evaluating clients from culturally diverse backgrounds and clients with disabilities. This will assist with your Psychological Assessment in Forensic Settings discussion forum, Knowledge Check 4 quiz, and Discipline-Based Literature Review assignment this week.

Horin, E. V., Hernandez, B., & Donoso, O. A. (2012). Behind closed doors: Assessing individuals from diverse backgrounds. *Journal of Vocational Rehabilitation*, *37*(2), 87–97. https://doi.org/10.3233/JVR-2012-0602

* The full-text version of this article is available through the CINAHL Complete database in the University of Arizona Global Campus Library. This article presents the results of a study in which psychological assessment professionals reported their customary practices related to test selection, test administration, and test interpretation when evaluating clients from culturally diverse backgrounds and clients with disabilities. This will assist with your Psychological Assessment in Forensic Settings discussion forum, Knowledge Check 4 quiz, and Discipline-Based Literature Review assignment this week.

### Recommended Resources

#### Book

Okazaki, S., & Sue, S. (2016). Methodological issues in assessment research with ethnic minorities. In A. E. Kazdin (Ed)., *Methodological**issues**and strategies in clinical**research* (4th ed., pp. 235–247). American Psychological Association. https://doi.org/10.1037/14805-015

* The full-text version of this book is available through the APA PsycInfo database in the University of Arizona Global Campus Library. In this book, the authors address methodological problems commonly found in assessment research conducted on individuals from underrepresented ethnic groups. This may assist with your Psychological Assessment in Forensic Settings discussion forum this week.

#### Articles

Fisher, M. A. (2009). Replacing “who is the client?” with a different ethical question. *Professional Psychology: Research and Practice*, *40*(1), 1–7. https://doi.org/10.1037/a0014011

* The full-text version of this article is available through the Academic OneFile database in the University of Arizona Global Campus Library. This article discusses the ethical responsibilities and obligations psychology professionals face when considering all parties in a given case. This may assist with your Psychological Assessment in Forensic Settings discussion forum and the Discipline-Based Literature Review assignment this week.

Salthouse, T. A. (2014). Evaluating the correspondence of different cognitive batteries. *Assessment*, *21*(2), 131–142. https://doi.org/10.1177/1073191113486690

* The full-text version of this article is available through the SAGE Journals Online database in the University of Arizona Global Campus Library. This article presents research based on data from two cognitive batteries to determine the correspondence of ability factors between the two batteries. This may assist with your Discipline-Based Literature Review assignment this week.

#### Multimedia

Pearson Assessments US. (2021, January 28). [*Equity in psychological testing: A historical perspective*](https://youtu.be/KzXmzXbX-yQ) [Video]. YouTube. https://youtu.be/KzXmzXbX-yQ

* This video shows the historical perspective of psychological testing, with a focus on the issue that impacts equity in testing (e.g., fairness and test bias). This video was previously assigned as a required resource in Week 1. This may assist with your Psychological Assessment in Forensic Settings discussion forum and Discipline-Based Literature Review assignment this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

#### Webpage

American Psychological Association. (2017). [*Ethical principles of psychologists and code of conduct*](https://www.apa.org/ethics/code/index)*.* https://www.apa.org/ethics/code/index

* Section 9 of this resource provides guidance for psychologists and standards for psychology professionals who develop psychological tests and conduct psychological assessments. This webpage will assist with your Discipline-Based Literature Review assignment this week.

[Accessibility Statement](https://www.apa.org/about/accessibility)

[Privacy Policy](https://www.apa.org/about/privacy)

### Discussion Forum

1. **Psychological Assessment in Forensic Settings [WLOs: 1, 2] [CLOs: 1, 3]**. **1st Post Due by Day 3.** Prior to beginning work on this discussion forum,

* Read Chapters 7 and 8 of your textbook
* Review An Uncomfortable Tension: Reconciling the Principles of Forensic Psychology and Cultural Competency article
* Review Behind Closed Doors: Assessing Individuals from Diverse Backgrounds article

For this discussion, you are to explore issues related to context when psychological testing is utilized in forensic settings. Refer to the list to determine your assigned role and the reason your client was referred for an evaluation.

Students: If your last name begins with

* A through G, take the role of a psychological evaluator evaluating an individual whose legal counsel is claiming the defendant has an intellectual disability and should be exempt from the death penalty.
* H through M, take the role of a psychological evaluator, evaluating the parents and children involved in a child custody dispute to provide expert evidence used to determine what is in the best interest of the children.
* N through S, take the role of a psychological evaluator evaluating an individual accused of a crime whose legal counsel claims the mental disorder defense applies to their client (previously referred to as the “not guilty by reason of insanity” defense).
* T through Z, take the role of a psychological evaluator evaluating an individual accused of a crime whose legal counsel claims the client is not competent to stand trial because a mental disease prevents them from effectively assisting counsel.

Review the literature on at least four psychological tests you would utilize based on the reason for referral. Research up-to-date information about the tests you selected by visiting the test publishers’ websites and at least one peer-reviewed journal article published within the last 15 years. Review the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table from the University of Arizona Global Campus Library for guidance on identifying a peer-reviewed journal article.

To successfully complete this discussion, you must accomplish the following through your initial post:

* Indicate the names and most current versions of the four tests you selected and briefly summarize what each test measures.
* Explain the rationale for your choices based on research investigating the psychometric properties of the tests (for example, reliability and validity).
* Explain what modifications you would make (if any) to your choice of tests if you learned your client was not a native English speaker.
* Discuss the importance of considering the context of psychological assessment when interpreting findings for forensic purposes.
* Briefly summarize at least one major consideration in the assessment of malingering, exaggerating, or faking of psychological illness or disability for secondary gain (e.g., to claim disability or to avoid legal or other consequences). Following your summary,
  + For students with last names beginning with H through M, explain how you would identify faking good or the underreporting of socially undesirable characteristics or symptoms.
  + For students with last names beginning with A through G, N through S, or T through Z, explain how you would identify malingering, faking bad, or the underreporting of socially desirable characteristics or symptoms.

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| Note: It is common for there to be a delay between the time a test publisher updates a test and the time a textbook and other authors can update their information about the new version of the test. Be sure to do online research to make sure you are recommending the most current version of the test. If there is a newer version than the version discussed in the textbook, other readings, or listed. Discuss the newest version available. Research up-to-date information about the tests you select to discuss by visiting the test publishers’ websites. |

To successfully complete this discussion, your post must be at least 600 words. The reference list and any instructions copied into the discussion forum do not contribute to the minimum word count. Be sure to document your sources by including APA-formatted citations and references. Review the UAGC Writing Center’s [*APA Style*](https://writingcenter.uagc.edu/apa-style) resource, for guidance.

**Guided Response:** Review several of your classmates’ posts and by Day 7 (Monday), respond to at least two of your peers in posts of at least 250 words each. Peer responses should be scholarly, insightful, and well-written. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange among scholars and other professionals. Discuss topics of interest relevant to the week’s assignments.

Also, consider the following in your responses:

* Identify any relevant connections between your understanding of the course material and that of your peers.
* Ask relevant questions about the information shared by your peers.
* If appropriate, share examples from your own experiences or knowledge that support your evaluation of the weekly discussion prompt. (Only share information that is appropriate to share in a public academic/professional forum.)
* Link ideas you share with your colleague to [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table by including APA-formatted citations and references.

**Instructor Responses:** Review any instructor feedback on your postings. Often, feedback is shared to help you elevate your level of critical thought or make corrections to improve your grade. Reply based on this feedback to advance your understanding of the content addressed. Take note of replies your instructor makes to other classmates. Often, you can learn from feedback given to other students. Feel free to join conversations your instructor posts that interest you, even if the post was not a direct reply to your initial post. Review the Instructor Response Guide for further information.

Before you submit your weekly discussions, you are also encouraged to review the Writing Center’s [*Grammarly: A Free Proofreading Tool*](https://writingcenter.uagc.edu/grammarly) page, which includes a link to set up your Grammarly account (if you have not already done so) and use Grammarly to review a rough draft of your assignment. Then, carefully review all issues identified by Grammarly and revise your work as needed.

### Quiz

1. **Knowledge Check 4 [WLOs: 1, 2, 3] [CLOs: 1, 3, 4]**. **Due by Day 6**. Prior to taking this quiz,

* Read Chapters 7 and 8 of your textbook
* Read the *Methodological**Issues**and Strategies in Clinical**Research* book
* Review the An Uncomfortable Tension: Reconciling the Principles of Forensic Psychology and Cultural Competency article
* Review the Behind Closed Doors: Assessing Individuals from Diverse Backgrounds article

The quiz contains 20 multiple-choice and true or false questions. Each quiz is worth 1 point, and **the quiz is worth 5% of your course grade**. You will have 60 minutes to complete the quiz, and it must be taken in one sitting. You will have unlimited attempts to take this quiz.

This graded quiz assesses your understanding of the topics covered in Week 4. By taking multiple attempts, you can increase your mastery of the knowledge and improve your score The system will save your highest score. The first attempt should be completed by Day 6 (Sunday) of this learning week. Answers to questions will not be given to you after the first attempt. To prepare for a retake, missed questions should be written down so that you can use your Week 4 required resources to locate the correct responses.

### Assignment

1. **Discipline-Based Literature Review** **[WLOs: 1, 2, 3] [CLOs: 1, 2, 3, 4]**. **Due by Day 7**. Prior to beginning work on this assignment,

* Read Chapters 7 and 8 of your textbook
* Review the An Uncomfortable Tension: Reconciling the Principles of Forensic Psychology and Cultural Competency article
* Review the Behind Closed Doors: Assessing Individuals from Diverse Backgrounds article
* Readthe *Methodological**Issues**and Strategies in Clinical**Research* book

Additionally, review the following resources from Week 1:

* Section 9: Assessment on the [*Ethical Principles of Psychologists and Code of Conduct*](https://www.apa.org/ethics/code/index)webpage
* [*APA Guidelines for Psychological Assessment and Evaluation*](https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf)document

In addition to the resources listed, research four peer-reviewed articles in the University of Arizona Global Campus Library that were published within the last 15 years, including a minimum of one article for each of your two chosen topics from the list:

In this assignment, you will choose two general topics of interest to you related to psychological assessment from the list:

* Assessments for adults with emotional or behavioral disorders (e.g., anxiety, depression, PTSD, personality disorders, obsessive-compulsive disorder, substance abuse disorders)
* Assessments for children or adolescents with emotional or behavioral disorders
* Assessments for children or adolescents with neurodevelopmental disorders (e.g., intellectual disability, ADHD, autism spectrum disorder, learning disorders)
* Assessments for gifted and talented children or adolescents
* Assessments for individuals with neurocognitive disorders (e.g., due to delirium, Alzheimer's disease, traumatic brain injury, Parkinson's disease, Huntington's disease, or other medical conditions)
* Assessments for individuals with hearing or visual impairments
* Assessments for individuals seeking career counseling
* Assessments for presurgical evaluations
* Assessments for legal cases (e.g., child custody evaluations, insanity defense, death penalty, risk assessment for parole board hearings)
* Assessments for program evaluation

To successfully complete this assignment, organize your paper in the following manner using each of the headings provided in **boldface**:

**Introduction**

* Compose an introduction that describes the role of assessment in arenas you selected (e.g., diagnosis and treatment, demonstrating the effectiveness of an intervention program, legal/forensic cases). End your introduction with a clear thesis statement.

**Test Comparisons**

* Compare at least two psychological tests for each of the two topics chosen.
  + Be sure to reference your researched articles.
* Differentiate tests that have strong psychometric support from those that have weak psychometric support for each of the topics you selected.
  + Be specific about the names of the tests, publication years, what the tests measure, and common uses of the tests. Evaluate the strengths and weaknesses of each test.

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| Note: It is common for there to be a delay between the time a test publisher updates a test and the time a textbook and other authors can update their information about the new version of the test. Be sure to do online research to make sure you are recommending the most current version of the test. If there is a newer version than the version discussed in the textbook, other readings, or listed. Discuss the newest version available. Research up-to-date information about the tests you select to discuss by visiting the test publishers’ websites. If there is a newer version than the version discussed in the textbook or other readings, recommend the newest version. |

**Ethical Issues**

* Analyze ethical challenges related to testing vulnerable populations (e.g., minor children, individuals who are charged with a crime or are incarcerated, individuals with compromised cognitive functioning).
* Discuss any ethical challenges that pertain to testing individuals from diverse social and cultural backgrounds.
* Discuss the importance of considering the context of psychological assessment when interpreting findings for forensic purposes or use with other vulnerable populations.

**Recommendations for Competent Assessment Practices**

* Recommend how to (a) minimize test bias, (b) improve the validity of assessments, and (c) develop methods to account for measurement error in psychological testing.
* Describe how professionals should report assessment findings when they suspect the validity of obtained test results is compromised.

**Conclusion**

* Conclude by briefly discussing where additional research is needed to improve the reliability and validity of tests in the three areas you selected.
* Make sure that your conclusion meets guidelines as described in the University of Arizona Global Campus Writing Center’s [*Introductions & Conclusions* resource.](http://writingcenter.uagc.edu/introductions-conclusions)

The Discipline-Based Literature Review paper

* must be six-to-eight double-spaced pages in length (1500–2000 words) plus a title page and an additional page for references. You should have a minimum of eight to ten pages in total, including title and reference pages. Your assignment must be formatted according to [*APA Style*](https://writingcenter.uagc.edu/apa-style) as outlined in the Writing Center’s [*APA Formatting for Microsoft Word*](https://writingcenter.uagc.edu/apa-formatting-microsoft-word) resource.
* must include a separate title page with the following:
  + title of paper in bold font
    - * Space should appear between the title and the rest of the information on the title page.
  + student’s name
  + name of institution (The University of Arizona Global Campus)
  + course name and number
  + instructor’s name
  + due date
* must include the subheadings provided in the instructions (Introduction, Test Comparisons, Ethical Issues, etc.).
* must utilize academic voice.
  + Review the [*Academic Voice*](https://writingcenter.uagc.edu/academic-voice) resource for additional guidance.
* must include an introduction and conclusion paragraph.
  + Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
  + For assistance on writing and [*Writing a Thesis Statement*](https://writingcenter.uagc.edu/writing-a-thesis), refer to the Writing Center resources.
* must include each of the chapters and articles listed in the instructions plus a minimum of four additional peer-reviewed articles from the University of Arizona Global Campus Library that were published within the last 15 years, including a minimum of one article for each of your four chosen topics. Additional scholarly sources may be included.
  + The [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source.
  + To assist you in completing the research required for this assignment, refer to this [*Quick and Easy Library Research*](https://ashford.mediaspace.kaltura.com/media/Ashford+University+Library+Quick+%27n%27+Dirty/0_bcsbcjee) tutorial, which introduces the University of Arizona Global Campus Library and the research process, and provides some library search tips.
* must document any information used from sources in APA Style as outlined in the Writing Center’s [*APA: Citing Within Your Paper*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) guide.
* must include a separate references page that is formatted according to APA Style as outlined in the Writing Center.
  + Refer to the [*APA: Formatting Your References List*](https://writingcenter.uagc.edu/format-your-reference-list) resource in the Writing Center for specifications.

# Week 5

## Psychological Testing in the Workplace

To be completed during the 5th week of class.

### Overview

| **Assessment** | **Due Date** | **Format** | **Grading Percent** |
| --- | --- | --- | --- |
| Ethical and Fair Testing in the Workplace | Day 3  (1st post) | Discussion Forum | 5 |
| Ethics, Subjectivity, and the Art of Assessment | Day 7 | Journal | 6 |
| Comprehensive Assessment | Day 7 | Final Exam | 15 |

### Weekly Learning Outcomes

This week you will

1. Examine factors that impact test validity.
2. Determine key ethical issues to consider when utilizing psychological tests in workplace settings.
3. Identify controversies surrounding the applications of various psychological assessments.
4. Evaluate methodological considerations related to cultural diversity in assessment.

### Introduction

This week, you will start your exploration with ways psychologists and other professionals observe and evaluate people in the workplace. Using knowledge, we've learned over the last four weeks about using valid and reliable tests, we will learn more about ways to identify the most important factors when using tests for applicant screening, making hiring decisions, and talent development. While many tests marketed for use in employment settings do not require advanced degrees, the impact of misusing these tests can be devasting. Thus, standards for using only reliable and valid tests, in ethical and equitable ways, must be maintained.

Unfortunately, both trained and untrained evaluations can fall prey to commercial marketing strategies and not do their due diligence in ensuring the tests used are appropriate for the purposes desired. If your employer or potential employer requires you to use or take a test in the workplace, how would you know if the test was the best test for the purposes stated?

### Required Resources

#### Text

Goldfinger, K. B. (2018). *Psychological testing in everyday life: History, science, and practice.* SAGE Publications.

* Chapter 9: Psychological Testing in the Workplace: Selecting Police Officers
* Chapter 10: Conclusion
* The full-text version of this ebook is available through the RedShelf platform. Chapter 9 provides a general overview of psychological testing in the workplace. Chapter 10 discusses contemporary issues and future directions for psychological testing and assessment. Chapter 9 will assist with your Ethical and Fair Testing in the Workplace discussion forum and Comprehensive Assessment final exam. Chapter 10 will assist with your Ethical and Fair Testing in the Workplace discussion forum; Ethics, Subjectivity, and the Art of Assessment journal; and Comprehensive Assessment final exam this week.

#### Articles

Han, K., Colarelli, S. M., & Weed, N. C. (2019). Methodological and statistical advances in the consideration of cultural diversity in assessment: A critical review of group classification and measurement invariance testing. *Psychological Assessment*, *31*(12), 1481–1496. https://doi.org/10.1037/pas0000731

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article discusses the importance of establishing measurement invariance of psychological tests and specific test items when seeking to employ psychological and educational assessments that are as fair as possible for groups with diverse backgrounds. This will assist with your Ethical and Fair Testing in the Workplace discussion forum; Ethics, Subjectivity; and the Art of Assessment journal, and Comprehensive Assessment final exam this week.

Lake, C. J., Carlson, J., Rose, A., & Chlevin-Thiele, C. (2019). Trust in name brand assessments: The case of the Myers-Briggs Type Indicator. *The Psychologist-Manager Journal*, *22*(2), 91–107. https://doi.org/10.1037/mgr0000086

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article discusses the non-rational decision-making processes of practitioners that led to greater preferences for name brand assessments, such as the Myers-Briggs Type Indicator (MBTI). This will assist with your Ethical and Fair Testing in the Workplace discussion forum; Ethics, Subjectivity, and the Art of Assessment journal; and Comprehensive Assessment final exam this week.

#### Webpage

Indeed Editorial Team. (2023, March 11). [*7 types of pre-employment assessment tests and screenings*](https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing). https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing

* This webpage provides information to aid human resource professionals and job applicants in understanding common uses of pre-employment testing. This will assist with your Ethical and Fair Testing in the Workplace discussion forum this week.

[Accessibility Statement](https://in.indeed.com/esg/accessibility?_ga=2.125261514.1932395573.1713539317-329120676.1713539317)

[Privacy Policy](https://hrtechprivacy.com/brands/indeed#privacypolicy)

### Recommended Resources

#### Article

Detrick, P., & Roberts, R. M. (2021).Police applicant response bias on the California Psychological Inventory. *Psychological Services*, *19*(1), 176–182. https://doi.org/10.1037/ser0000524

* The full-text version of this article is available through the APA PsycArticles database in the University of Arizona Global Campus Library. Students with accessibility needs should use the HTML full-text version of the article. This article provides information about positive response bias seen in the California Psychological Inventory (CPI) an instrument widely used in police officer selection. This may assist with your Ethical and Fair Testing in the Workplace discussion forum and Ethics, Subjectivity, and the Art of Assessment journal this week.

#### Multimedia

TED-Ed. (2016, March 15). [*5 tips to improve your critical thinking - Samantha Agoos*](https://youtu.be/dItUGF8GdTw) [Video]. YouTube. https://youtu.be/dItUGF8GdTw

* This video explores the topic of improving your critical thinking with 5 steps by Samantha Agoos. This may assist you with your Ethics, Subjectivity, and the Art of Assessment journal this week. This video has closed captioning and a transcript.

[Accessibility Statement](https://support.google.com/youtube/answer/189278?hl=en)

[Privacy Policy](https://www.google.com/intl/en/policies/privacy)

#### Webpage

Hogan Assessments (n.d.). [*Personality assessments*.](file:///C:\Users\stephanus.fernandez\Downloads\Personality%20assessments) https://www.hoganassessments.com/assessments/

* This webpage provides information about several assessments utilized in the workplace for reemployment testing, talent development, and leadership development. This may assist with your Ethical and Fair Testing in the Workplace discussion forum, and your Ethics, Subjectivity, and the Art of Assessment journal this week.

Accessibility Statement does not exist.

[Privacy Policy](https://www.hoganassessments.com/privacy-policy)

### Discussion Forum

1. **Ethical and Fair Testing in the Workplace [WLOs: 1, 2, 3, 4] [CLOs: 1, 2, 3, 4]**. **1st Post Due by Day3**. Prior to beginning work on this discussion forum,

* Read Chapters 9 and 10 of your textbook
* Review the [*7 Types of Pre-Employment Assessment Tests and Screenings*](https://www.indeed.com/career-advice/career-development/types-of-pre-employment-testing) webpage
* Review the Methodological and Statistical Advances in the Consideration of Cultural Diversity in Assessment: A Critical Review of Group Classification and Measurement Invariance Testing article
* Review the Trust in Name Brand Assessments: The Case of the Myers-Briggs Type Indicator article

When psychological assessments are used in the workplace, their primary aim is to predict and measure workplace-related outcomes. Assessments should be valid and fair to every job candidate and employee required to take a test. For talent development, psychological assessments are often utilized to identify employees’ strengths and weaknesses.

In this discussion, you will take on the role of an industrial-organizational psychologist consulting with human resources managers who oversee hiring for their organizations. The managers are interested in determining how psychological tests can be utilized as part of the selection process and in talent development. To successfully complete this discussion, your post must be at least 600 words and achieve the following:

* Recommend at least one psychometrically sound integrity test for use in employee selection. Include a brief description of the test you recommend and what it measures.
* Recommend at least one test that would be a more psychometrically sound option for personality assessment in the workplace than the Myers-Briggs Type Indicator (MBTI). Include a brief description of the test you recommend and what it measures.
* Defend your test choices by briefly summarizing specific factors related to cultural diversity that should be taken into consideration.
* Debate the pros and cons of using psychological tests in the selection of police officers.
* Evaluate key ethical issues to consider when utilizing psychological tests in the workplace.
* Support ideas you share in your post by referencing the required resources for this week and at least one additional peer-reviewed journal article published within the last 15 years.

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| Note: It is common for there to be a delay between the time a test publisher updates a test and the time a textbook and other authors can update their information about the new version of the test. Be sure to do online research to make sure you are recommending the most current version of the test. If there is a newer version than the version discussed in the textbook, other readings, or listed. Discuss the newest version available. Research up-to-date information about the tests you select to discuss by visiting the test publishers’ websites and identifying at least one additional peer-reviewed journal article published within the last 15 years. Review the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table from the University of Arizona Global Campus Library for guidance on identifying a peer- reviewed journal article. |

The reference list and any instructions copied into the discussion forum do not contribute to the minimum word count. Be sure to document your sources by including APA-formatted citations and references. Review the UAGC Writing Center’s [*APA Style*](https://writingcenter.uagc.edu/apa-style) resource for guidance.

**Guided Response:** Review several of your classmates’ posts and by Day 7 (Monday), respond to at least two of your peers in posts of at least 250 words each. Peer responses should be scholarly, insightful, and well-written. The goal of the discussion forum is to foster continual dialogue, similar to what might occur in a verbal face-to-face exchange among scholars and other professionals. Discuss topics of interest relevant to the week’s assignments.

In your responses,

* Identify relevant connections between your understanding of the course material and that of your peer.
* Ask relevant questions about the information shared by your peers.
* If appropriate, share examples from your professional experiences or knowledge to illustrate concepts presented in the course resources that are relevant to the discussion topic. (Only share information that is appropriate to sharing in a public academic/professional forum.)
* Link ideas you share with your colleague to [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table by including APA-formatted citations and references. Refer to the [*APA Style*](https://writingcenter.uagc.edu/apa-style) resources for guidance.

**Instructor Responses:** Review any instructor feedback on your postings. Often feedback is shared to help you to elevate your level of critical thought or make corrections to improve your grade. Reply based on this feedback to advance your understanding of the content addressed. Take note of replies your instructor makes to other classmates. Often, you can learn from feedback given to other students. Feel free to join conversations your instructor posts that interest you, even if the post was not a direct reply to your initial post. Review the Instructor Response Guide for further information.

You are encouraged to post one or more of your required replies early each week (e.g., by Saturday) to stimulate more meaningful and interactive discourse in the discussion forum. In addition, strive to provide a response to classmates who replied to your initial post and the instructor (if applicable).

Before you submit your weekly discussions, you are also encouraged to review the Writing Center’s [*Grammarly: A Free Proofreading Tool*](https://writingcenter.uagc.edu/grammarly) page, which includes a link to set up your Grammarly account (if you have not already done so) and use Grammarly to review a rough draft of your assignment. Then, carefully review all issues identified by Grammarly and revise your work as needed.

### Journal

1. **Ethics, Subjectivity, and the Art of Assessment [WLO: 3] [CLOs: 1, 2, 3, 4]**. **Due by Day 7**. Prior to working on this journal,

* Read Chapter 10 of the course textbook
* Review the Trust in Name Brand Assessments: The Case of the Myers-Briggs Type Indicator article
* Review Methodological and Statistical Advances in the Consideration of Cultural Diversity in Assessment: A Critical Review of Group Classification and Measurement Invariance Testing article

Objectivity and subjectivity are concepts frequently discussed in the sciences. When applied to psychological assessment, objectivity describes data that is collected through measurement, observation, and the examination of information considered to be factual. Subjectivity describes information based on factors unique to the evaluator (e.g., personal morals, worldviews, personal opinions, and value judgments). All assessments have both objective and subjective aspects.

After reading the required resources, reflect on the following quote from the course textbook.

“Psychometrics is also the art and science of determining how valid the inferences are that are drawn from a test. If a test isn’t reliable, if results are not consistent from one administration to the next, and the test doesn’t do a good job of establishing a true score, it is not a good measurement tool. It cannot be counted on to provide accurate information about the attribute in question. Thus, establishing the reliability of a test is fundamental to determining the validity of the interpretations of test scores. However, even a test that is reliable can produce results that are not valid for the test’s intended purpose” (Goldfinger, 2018, p. 9).

Your journal should be 2 to 3 double-spaced pages and should model critical thought and understanding of the content, as demonstrated in Samantha Agoos’s TED-Ed animation [5 Tips to Improve Your Critical Thinking](https://ed.ted.com/lessons/5-tips-to-improve-your-critical-thinking-samantha-agoos), which you can refer to again if need be.

Follow these guidelines while writing your journal:

* Refer to the Writing Center’s [*APA Citing Within Your Paper Guide*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) resource to assist you when providing APA Style citations to support your ideas based on information summarized and paraphrased from the assigned readings and additional scholarly sources.
* Apply the rules associated with professional academic grammar in your writing and consider using the University of Arizona Global Campus Writing Center’s [*Grammarly: A Free Proofreading Tool*](http://writingcenter.uagc.edu/grammarly) resource.
* Minimally, cite the required articles and the textbook to support your points.
* Avoid using blogs and sources listed in the [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf)table as “credible’ but are not peer-reviewed journal articles or scholarly books for this assignment.
* Review the University of Arizona Global Campus Writing Center’s resources, [*APA: Formatting Your References List*](https://writingcenter.uagc.edu/format-your-reference-list)and[*APA: Citing Within Your Paper*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) for guidance on correct APA format.
* List the references on the last page of your journal assignment by following APA Style format, seventh edition.

You will have until 11:59 p.m. on Day 7 (Monday) to submit your journal assignment.

To successfully complete this journal, address each of the following topics in your journal in the order presented next, using the headings provided for you in **boldface**:

**Introduction**

* Identify a psychological test you learned about in this class. Ideally, select a test that is relevant to some aspect of your current or future career. It may be a test that was discussed in the course resources or a test you researched for one of the assignments for this course.
* Describe the test, what it measures, and why you selected it. As this is a journal assignment, a thesis statement is not required in your introduction.

**Ethics**

* Discuss ethical and methodological considerations related to cultural diversity using this assessment. Next address the following questions: For groups representing which types of diversity would this test be most valid? For which diversity groups would you expect test bias or examiner bias to be more likely to negatively impact validity?
* Conclude this section by incorporating relevant content from the article, “Methodological and Statistical Advances in the Consideration of Cultural Diversity in Assessment.”

**Subjectivity**

* Having completed this class, describe how your understanding of psychological assessment has developed or changed.
* Next, address each of the following questions: How susceptible, in general, are you to advertising and marketing strategies and how might that level of susceptibility make it more likely for you to use a test without fully researching the validity of the test?
  + What can you do to avoid falling for advertising and marketing strategies as discussed in the article, “Trust in Name Brand Assessments: The Case of the Myers-Briggs Type Indicator?
  + What resources and skills do you have that will enable you to fully research tests being considered for use?
* Remember that an internet search alone does not constitute fully researching a test. Search engines direct sources to users based on algorithms, paid advertisements, not science, and confirmation bias often leads users to stop researching once they find an article that agrees with what they already believe or want to believe.

**The Art of Assessment**

* Despite limitations in tests and assessment procedures, they can also be useful to bring together data and information from multiple sources toward gaining a better understanding of an individual, group, family, or program.
* Reflecting on the quote from the Goldfinger text, and any personal experience you have with testing and assessment,
  + Create an artform to depict what “the art of assessment” means to you. In this section, your creation may be shared in any of the following formats: poem, song lyrics, image, cartoon, story board, figure, graphic, or a photograph of a physical item you create.
  + Insert the actual artform or a picture of the artform in the body of your paper. Next, add a brief description for your creation and explain how it represents “the art of assessment.”

**Conclusion**

Share any additional reflections you would like to share related to psychological testing and assessment.

The Ethics, Subjectivity, and the Art of Assessment journal

* must be 2 to 3 double-spaced pages in length plus a title page and an additional page for references (total 4 to 5 pages). Your assignment must be formatted according to [*APA Style*](https://writingcenter.uagc.edu/apa-style)as outlined in the Writing Center’s [*APA Formatting for Microsoft Word*](https://writingcenter.uagc.edu/apa-formatting-microsoft-word)resource.
* must include a separate title page with the following:
  + title of paper in bold font
    - * Space should appear between the title and the rest of the information on the title page.
  + student’s name
  + name of institution (The University of Arizona Global Campus)
  + course name and number
  + instructor’s name
  + due date
* must include the subheadings provided in the instructions (Introduction, Ethics, Subjectivity. The Art of Assessment, and Conclusion).
* must utilize academic voice.
  + Review the [*Academic Voice*](https://writingcenter.uagc.edu/academic-voice) resource for additional guidance.
* must include an introduction and conclusion paragraph including the information in the instructions.
  + Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
  + For assistance on writing and [*Writing a Thesis Statement*](https://writingcenter.uagc.edu/writing-a-thesis), refer to the Writing Center resources.
* must use the Chapter 10 of the course textbook and the assigned articles Methodological and Statistical Advances in the Consideration of Cultural Diversity in Assessment and Trust in Name Brand Assessments: The Case of the Myers-Briggs Type Indicator.
* must include at least one additional scholarly source based on your content. For example, in the Introduction section, be sure to cite the source of information you use to describe the test you select.
  + The [*Scholarly, Peer-Reviewed, and Other Credible Sources*](https://content.bridgepointeducation.com/curriculum/file/e5359309-7d3c-4a21-a410-44d59303ccef/1/Scholarly%20Peer-Reviewed%20and%20Other%20Credible%20Sources.pdf) table offers additional guidance on appropriate source types. For the purposes of this assignment, test publisher websites will count as scholarly sources. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source.
* must document any information used from sources in APA Style as outlined in the Writing Center’s [*APA: Citing Within Your Paper*](https://writingcenter.uagc.edu/apa-citing-within-your-paper) guide.
* must include a separate references page that is formatted according to APA Style as outlined in the Writing Center.
  + Refer to the [*APA: Formatting Your References List*](https://writingcenter.uagc.edu/format-your-reference-list) resource in the Writing Center for specifications.

### Final Exam

1. **Comprehensive Assessment** **[WLOs: 1, 2, 3] [CLOs: 1, 2, 3, 4]**. **Due by Day 7**.Prior to beginning work on this final exam,

* Read Chapters 9 and 10 of your textbook
* Review the Methodological and Statistical Advances in the Consideration of Cultural Diversity in Assessment: A Critical Review of Group Classification and Measurement Invariance Testing article
* Review the Trust in Name Brand Assessments: The Case of the Myers-Briggs Type Indicator article

In addition, review the following resources

* All chapters that have been assigned from Weeks 1 through 5 in the course textbook
* All previous articles, videos, and websites
* Weeks 1 through 5 Grading Feedback

The final exam contains 60 multiple-choice and true or false questions and is worth 15% of your course grade. You will have 180 minutes to complete the final exam, and it must be taken in one sitting. You will have multiple attempts to complete this final exam.

You may take this exam as many times as you want until midnight on the final day of the course so that you are able to master your understanding of the course’s content. However, consider taking this exam earlier in the week, since this is the final week of the course, so you have the option to improve your grade by the last day of the course.

# Course Map

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

|  |  |  |
| --- | --- | --- |
| **Course Learning Outcome** | **Week** | **Assessment** |
| 1. Analyze key methodological and theoretical concepts concerning psychological, behavioral, and program evaluation. | 1  1  1  1  2  2  4  4  4  5  5  5 | * Post Your Introduction—Discussion Forum * Knowledge Check 1—Quiz * Reliability (Part 1)—Learning Activity * Validity and Interrelationship (Part 2)— Learning Activity * Knowledge Check 2—Quiz * Testing in Applied Research—Assignment * Psychological Assessment in Forensic Settings—Discussion Forum * Knowledge Check 4—Quiz * Discipline-Based Literature Review—Assignment * Ethical and Fair Testing in the Workplace—Discussion Forum * Ethics, Subjectivity, and the Art of Assessment—Journal * Comprehensive Assessment—Final Exam |
| 1. Assess key ethical and professional responsibilities in design and use of psychological, behavioral, and program assessment methods and tools. | 1  1  3  3  3  4  5  5 | * Knowledge Check 1—Quiz * Ethical and Professional Issues in Psychological Assessment—Assignment * Presurgical Psychological Evaluation—Discussion Forum * Knowledge Check 3—Quiz * Discipline-Based Literature Review—Assignment * Ethical and Fair Testing in the Workplace—Discussion Forum * Ethics, Subjectivity, and the Art of Assessment—Journal * Comprehensive Assessment—Final Exam |
| 1. Explain the properties and applications of various types of assessment methods, including psychological, behavioral, performance, and program assessment. | 1  1  2  2  2  3  3  3  4  4  4  5  5  5 | * Post Your Introduction—Discussion Forum * Knowledge Check 1—Quiz * Applications of Intelligence and Achievement Assessments—Discussion Forum * Knowledge Check 2—Quiz * Testing in Applied Research—Assignment * Presurgical Psychological Evaluation—Discussion Forum * Psychological Testing in Mental Health—Learning Activity * Knowledge Check 3—Quiz * Psychological Assessment in Forensic Settings—Discussion Forum * Knowledge Check 4—Quiz * Discipline-Based Literature Review—Assignment * Ethical and Fair Testing in the Workplace—Discussion Forum * Ethics, Subjectivity, and the Art of Assessment—Journal * Comprehensive Assessment—Final Exam |
| 1. Evaluate diverse approaches to assessment that promote culturally competent professional practices, equity, and inclusion. | 1  2  2  3  3  3  4  4  5  5  5 | * Knowledge Check 1—Quiz * Applications of Intelligence and Achievement Assessments—Discussion Forum * Knowledge Check 2 —Quiz * Presurgical Psychological Evaluation—Discussion Forum * Psychological Testing in Mental Health—Learning Activity * Knowledge Check 3—Quiz * Knowledge Check 4—Quiz * Discipline-Based Literature Review—Assignment * Ethical and Fair Testing in the Workplace—Discussion Forum * Ethics, Subjectivity, and the Art of Assessment—Journal * Comprehensive Assessment—Final Exam |