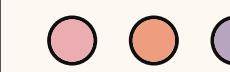


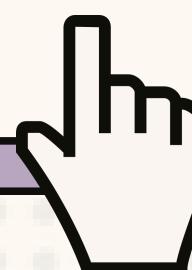
INTEGRATIVE COURSE IN PSYCHOLOGY - Review Class (ICOPSYCH)



EULOGIO "AMANG" RODRIGUEZ
INSTITUTE OF SCIENCE AND
TECHNOLOGY
COLLEGE OF ARTS AND SCIENCES
PSYCHOLOGY DEPARTMENT



JINAMARLYN B. DOCTOR, RPM
JAZMINE B. LASAM, RPM





Hello!
Welcome to
ICOPSYCH
class!



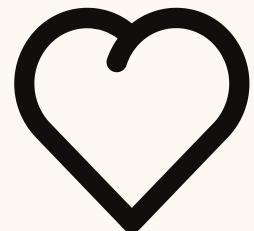
Ready, BLEP, Go!

Goals



ORIENTATION

Get to know the reviewees and reviewers



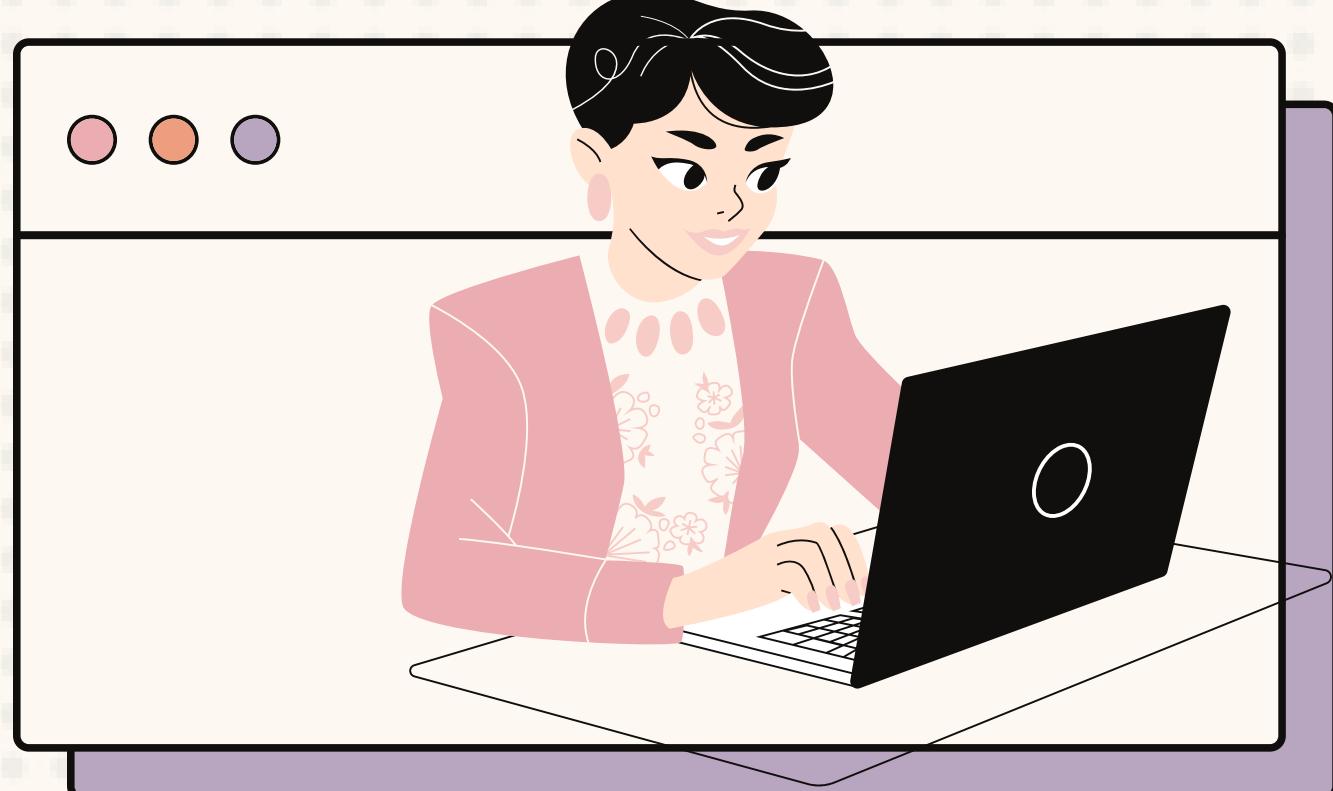
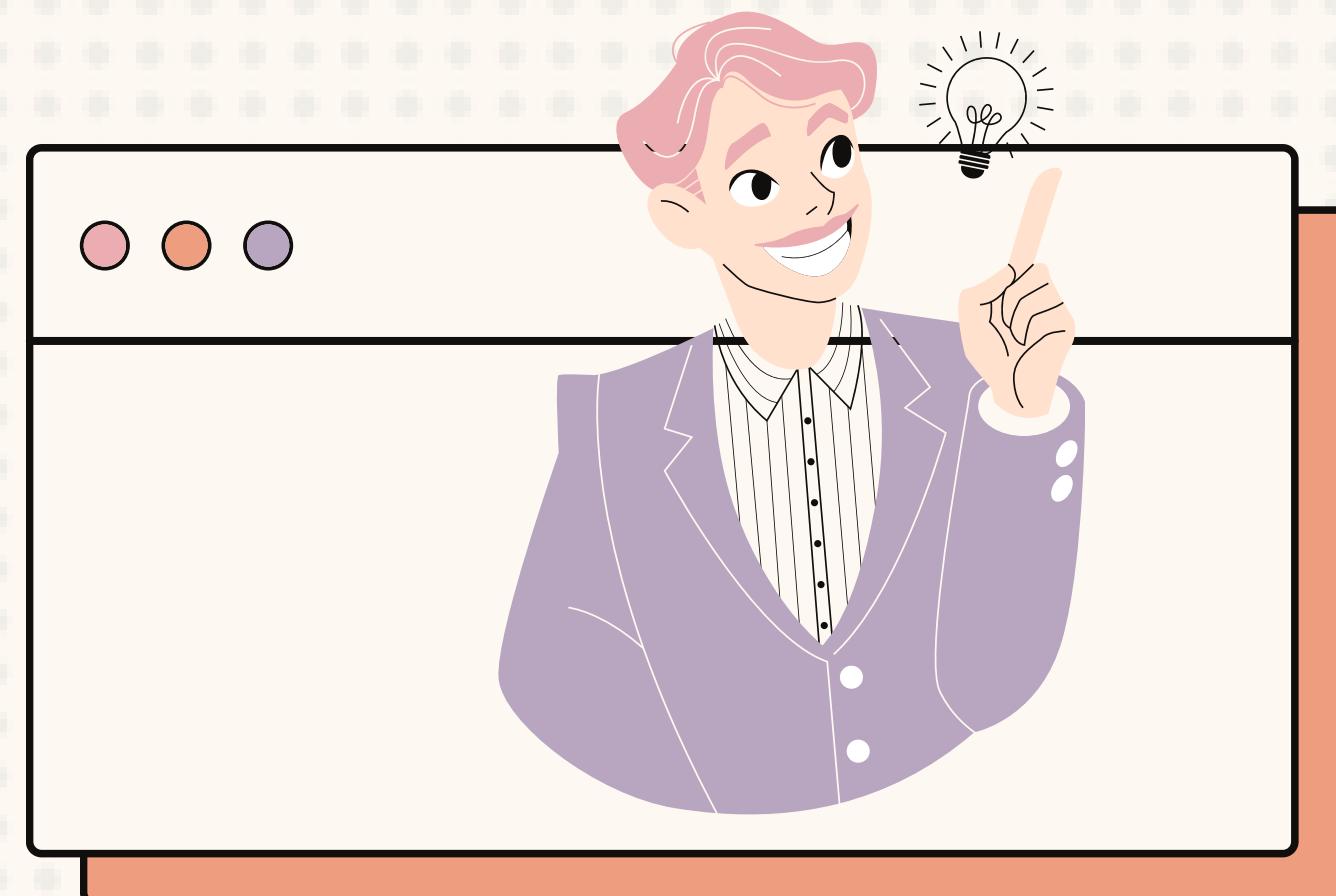
SYLLABUS

Navigation on the content of the syllabus



BOARD EXAMINATION ESSENTIALS

skills, strategies, requirements, etc.



Introduction

This is a review course for fourth-year BS Psychology students offered in the Second Semester.

The purpose of this activity is to assist students in preparing for a future board examination. This will be the first time this class has been offered in the Psychology curriculum, but it is hoped that it will facilitate the process of reviewing and equipping students, hence increasing their chances of passing the board examination.

COURSE SYLLABUS



Republic of the Philippines
Eulogio "Amang" Rodriguez Institute of Science & Technology
COLLEGE OF ARTS AND SCIENCES
Psychology Department
Nagtahan, Sampaloc, Manila



OUTCOME-BASED TEACHING AND LEARNING (OBTL) PLAN

INSTITUTE PHILOSOPHY	INSTITUTE MISSION	INSTITUTE VISION	INSTITUTE CORE VALUES
<ul style="list-style-type: none"> As a state college, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) believes that the education is not an area of knowledge that can be arrogated unto itself by one profession, nor it is a division separate and distinct from the society and the times in which it flourishes. It is a plexus of knowledge and skills applied to the economic, social and moral development of a self-actualized and productive citizenry. 	<ul style="list-style-type: none"> Turn out vocationally, technically, technologically, and scientifically trained graduates who will be economically productive, self-sufficient, effective, responsible, and disciplined citizen of the Philippines. 	<ul style="list-style-type: none"> EARIST is envisioned to be a center of excellence in trades, business, arts, science and technology education. 	<ul style="list-style-type: none"> E - Excellence A - Accountability R - Resourcefulness I - Integrity S - Service T - Teamwork

COLLEGE GOALS	PROGRAM INTENDED LEARNING OUTCOMES (PILo)		
<ul style="list-style-type: none"> To develop the students' ability to acquire knowledge and information, think logically; analyze confidently, express oneself creatively with high moral awareness and responsive social responsibility. To encourage students to realize the importance of reaching personal and professional goals through self-motivation, individual growth and pursuit of excellence. To foster students' development of lifelong competence and interest to conduct research and investigation on science, technology, economy and industry. To provide avenues for students' involvement in extension and production programs for professional and community development in preparation for employment in their specific career fields. 	<p>Graduates of BS Psychology must be able to:</p> <p>(Common to all programs in all types of schools)</p> <ol style="list-style-type: none"> 1. articulate the latest developments in their specific field of practice; 2. effectively communicate orally and in writing using both English and Filipino languages; 3. work effectively and independently in multi-disciplinary and multi-cultural teams; 4. demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development; 5. preserve and promote "Filipino historical and cultural heritage" (based on RA 7722); <p>(Common to the Social Sciences and Communication)</p> <ol style="list-style-type: none"> 6. apply social sciences concepts and theories to the analysis of social issues; 7. design and execute social science research using appropriate approach and methods; 8. practice professional and ethical standards in the fields of social sciences and communication; 	<p>(Specific to BS Psychology)</p> <ol style="list-style-type: none"> 9. demonstrate the capability to discuss and analyze the major theories and concepts in Psychology (knowledge in psychology); 10. demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context (psychological research); 11. demonstrate and apply psychological theories and methods in personal and professional setting (application of psychology); 12. demonstrate capability for self-reflection and independent learning in graduate education or in professional context (independent learning); 13. demonstrate professional and ethical behaviors in research and practice in Psychology (ethics); 14. demonstrate harmonious interpersonal relationship with colleagues, clients and others (interpersonal skills) in diverse cultural setting; 15. demonstrate the ability to conduct psychological assessments and evaluation (psychological assessment); 	<p>(Common to a horizontal type as defined in CMO No. 46, s. 2012)</p> <p>16. show ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves; and,</p> <p>(Common to all graduates of State Universities and Colleges as required in RA 7722 otherwise known as Higher Education Act of 1994)</p> <p>17. develop competencies to support national, regional and local development plans.</p>
PROGRAM GOALS			
<ul style="list-style-type: none"> The BS Psychology Program with Industrial Organizational Psychology Emphasis aims to produce graduates who have solid basic knowledge and skills in psychology as applied in industrial organizations with additional preparation in the natural sciences. 			

COURSE SYLLABUS

Course Code	ICOPSYCH	Credit Units	4 units (lec)	Course Prerequisites	4 th Year Standing
Course Title	Integrative Course in Psychology (Review Class)	Contact Hours	4 hrs/week (lec)	Pre-requisite To	

Course Description	This course is designed to prepare students for the board examinations. It covers major courses in Psychology focusing on the review of concepts and strategies which will enable students to have confidence in taking the board exam.
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Course Intended Learning Outcomes (CILO)

After completing this course, the student is expected to present the following learning outcomes in line with the Expected EARIST Graduate Elements (EDGE).

Expected EARIST Graduate Elements (EDGE)	Learning Outcomes
<ul style="list-style-type: none"> • Problem Analysis (PS) • Development of Solutions (DoS) • Global Citizenship (GC) • Collaboration & Communication (CaC) • Professionalism and Ethics (PaE) • Lifelong Learning (LL) 	<p>At the end of this course, the students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate overall knowledge of concepts on the field of Psychology. • Develop confidence in using the learned skills, acquired abilities and strategies in answering test questions.

PROGRAM MAPPING GRID

The Intended Learning Outcomes of the BS Psychology Program emphasize the development of the expected graduate attributes according to the grid shown below:

PILO	PS	DoS	GC	CaC	PaE	LL
1				3		
2				3		
3			3	2		
4					3	
5				1	2	
6	3	1				
7		3				2
8	1	3			1	
9	2	3		2		1

PILO	PS	DoS	GC	CaC	PaE	LL
10	3	3		1	1	2
11		3	1	2	2	
12	2	2				3
13					3	1
14			3		1	1
15	2	2		1	2	
16				2		
17			1			3

Legend: 3 = To a Large Extent; 2 = To Some Extent; 1 = To a Little Extent

COURSE MAPPING GRID

The various topics in this course emphasize the development of the expected graduate attributes according to the grid shown below:

UNIT	PS	DoS	GC	CaC	PaE	LL
	1	1	1	1	1	2
	1	2	1	2	3	2
	3	2	1	2	3	2
	3	2	1	2	3	2

Legend: 3 = To a Large Extent; 2 = To Some Extent; 1 = To a Little Extent

COURSE SYLLABUS

TEACHING AND LEARNING PLAN						
Week	Content	Intended Learning Outcomes (ILO)	Assessment Tasks (ATs)	Suggested Teaching/Learning Activities (TLAs)	Learning and Teaching Support Materials (LTSM)	Output Materials
1	Orientation Discussion of VMGO, PILOs and CILOs	Discuss the VMGO, PILOs and CILOs of the Institute	Quiz on VMGO	Orientation Review of the course syllabus, learning activities, requirements, policies, assessment, and feedback Socialized Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	
2	Orientation and Introduction to Integrative Course in Psychology <ul style="list-style-type: none"> • Practical Tips, Test-Taking Skills and Strategies in Analyzing questions and Requirements for BLEP • Table of Specifications for Psychometrician • Psychology Law (RA 10029) • Trends of BS Psychology Performance in the Board Licensure Examination for Psychometrician 	Introduce and discuss general information and guidelines in the Psychometrician Board Licensure Examination.	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment
3	Pre-Board Exam <ul style="list-style-type: none"> • Abnormal Psychology • Industrial Psychology • Developmental Psychology • Psychological Assessment 	Passed the pre-board examination in the 4 board courses.	Pre-Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Test Result
4	A. Manifestations of Behavior <ul style="list-style-type: none"> • Normalcy and Abnormalcy <ul style="list-style-type: none"> • Recognize normal and abnormal manifestations of behavior • Assess abnormal manifestations of behaviors based on the social contexts B. Psychological Disorders and Specific Symptoms based on DSM-5 <ul style="list-style-type: none"> • Differentiate Anxiety Disorders from other psychological disorders • Differentiate Trauma-and-Stressor Related Disorders from other psychological disorders 	Discuss important concepts in Abnormal Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Results

COURSE SYLLABUS

	<ul style="list-style-type: none"> • Differentiate Obsessive-Compulsive Related Disorders from other psychological disorders • Explain Somatic Symptom and Related Disorders from other disorders • Evaluate Dissociative Disorder from other psychological disorders • Illustrate Depressive Disorders from other psychological disorders • Explain Eating and Sleep Disorder from other disorders • Evaluate the different Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria • Explain Substance-Related and Addictive Disorder from other psychological disorders • Explain Impulse Control Disorders from other disorders • Illustrate the different Personality Disorders and with the other psychopathologies of personalities • Illustrate Schizophrenia and Other Psychotic Disorders from other psychological disorders • Identify the different Neurodevelopmental Disorders based on DSM-5 • Identify the different Neurocognitive Disorders based on DSM-5 					
S	<p>Industrial Psychology 1</p> <p>A. Organization Theory</p> <ul style="list-style-type: none"> • Describe the different organizational theories • Apply the different theories of organizations to the overall understanding of human behavior in an organization setting • Determine the focus and analyze the differences between these Organization Theories: Classical Organization Theory, Neo-Classical Organizational Theory, Modern Organizational Theory, Contingency Theory, Motivation Theory and Open Systems Theory 	<p>Discuss important concepts in Industrial Psychology</p>	<p>Pre-test Recitation Posttest</p>	<p>Lecture-Discussion Rationalization</p>	<p>PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms</p>	<p>Performance Assessment Test Results</p>

COURSE SYLLABUS

	<ul style="list-style-type: none"> • Examine the importance of organization theory, particularly on how organizations use that knowledge to help them improve organizational structure and design, leadership, managerial styles, group behavior, motivation, communication, operational efficiency and organizational culture. <p>B. Organizational Structures and Systems</p> <ul style="list-style-type: none"> • Evaluate the value and importance of knowing & understanding the various organizational models and systems • Recognize the pros and cons of the different types of organizational structures: functional, multi-divisional, flat, matrix, team, network, and hierarchical structures. • Define the elements that create an organizational structure and their distinct relationships: job design, departmentation, delegation, span of control, and chain of command. • Apply your understanding of organizational design to appreciate organizational roles and performance accountability • Explain the importance of aligning the organizational structure with the business strategy • Apply your understanding of the 4 business elements that must be aligned to ensure profitable performance and business success. 					
6	<ul style="list-style-type: none"> • Psychological Assessment 1 <p>A. Psychometric Properties and Principles</p> <ul style="list-style-type: none"> • Ascertain psychometric properties essential in constructing, selecting, interpreting tests • Describe the value of different psychometric properties and principles • Justify the reason for accepting or rejecting instruments and tools based on psychometric properties 	Discuss important concepts in Psychological Assessment	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

COURSE SYLLABUS

	<ul style="list-style-type: none">• Manifest capacity to interpret and utilize test results based on the psychometric properties of the assessment instrument• Examine the ways psychometric principles are applied in the interpretation of results, and usage of assessment outcomes• Evaluate the application of psychometric principles in the development of assessment instruments <p>B. Research Methods and Statistics</p> <ul style="list-style-type: none">• Recognize statistics applied in research studies on tests and test development• Explain methods, statistics used in research studies and test construction• Apply the appropriate research methods and statistics in test development and standardization• Analyze the research and statistical methods applied in test development, test standardization, and studies on tests and their findings• Appraise the appropriateness of the statistics and methods of research applied for a given goal.					
7	<ul style="list-style-type: none">● Developmental Psychology 1 <p>A. Perspectives on Nature and Nurture</p> <ul style="list-style-type: none">• Explain the role of heredity and environment in human growth and development• Illustrate the influence of heredity and environment on the development of persons• Identify the characteristics that pertain to heredity and environment. <p>B. Research Methods in Developmental Psychology and Ethical Considerations</p> <ul style="list-style-type: none">• Identify the ethical consideration of various research method in developmental psychology• Research methods in developmental psychology• Recognize the different basic research designs in studying human development• Differentiate cross-sectional and longitudinal studies in conducting	Discuss important concepts in Developmental Psychology	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

COURSE SYLLABUS

	research in investigation in human development.					
8	<ul style="list-style-type: none"> • Abnormal Psychology 2 <p>C. Theoretical Approaches in Explaining the Etiology of Psychological Disorders</p> <ul style="list-style-type: none"> • Theoretical models in explaining the etiology of the psychological disorders and its prevalence <ul style="list-style-type: none"> • Illustrate the genetic contributions in the development of mental disorders • Illustrate the role of biological and neurological bases in the development of psychological disorders • Illustrate the role of learning in the development of psychological disorders • Explain the cognitive theories in development of psychological disorders • Attribute the diathesis-stress model in the development of psychological disorders • Analyze the role of gene-environment interaction in the development of psychological disorders • Assess the role of culture, social interactions, and interpersonal factors in the development of psychological disorders <p>D. Therapeutic Interventions of Psychological Disorders</p> <ul style="list-style-type: none"> • Appropriate psychological interventions for psychological disorders <ul style="list-style-type: none"> • Explain the different psychological interventions used for treatment of psychological disorders • Illustrate the application of psychological interventions for the treatment of psychological disorders • Evaluate the efficacy of the psychological interventions for the treatment of psychological disorders 	<p>Discuss important concepts in Abnormal Psychology</p>	<p>Pre-test Recitation Posttest</p>	<p>Lecture-Discussion Rationalization</p>	<p>PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms</p>	<p>Performance Assessment Test Results</p>
9	<ul style="list-style-type: none"> • Industrial Psychology 2 <p>C. Human Resource Development and Human Resource Management</p>	<p>Discuss important concepts in Industrial Psychology</p>	<p>Pre-test Recitation</p>	<p>Lecture-Discussion Rationalization</p>	<p>PC/Laptop Powerpoint Google Classroom</p>	<p>Performance Assessment</p>

COURSE SYLLABUS

	<ul style="list-style-type: none"> • Differentiate: (a) Human Resource Development and Human Resource Management (b) Human Resource Development and Organizational Development (c) Human Resource Development and Employee Training • Identify the activities involved in Human Resource Development • Examine the scope, coverage, and processes across the different areas of Human Resource Development (training, learning, career development, talent management, performance appraisal, employee engagement and empowerment) • Analyze the organizational activities involved in Human Resources Management (manpower planning, staffing, developing, monitoring, maintaining, managing relationship and evaluating) • Compare the role of the Human Resource Manager and the Human Resource Development Manager in Organization <p>D. Team Dynamics</p> <ul style="list-style-type: none"> • Explain the importance and impact of team dynamics in an organization • Identify the stages of team development • Examine group processes that affect team effectiveness • Identify the common problems that occur in teams • Apply your knowledge of team dynamics to address team problems and improve team performance 	Posttest		Google Meet / Zoom Google Forms	Test Results	
10	<ul style="list-style-type: none"> • Psychological Assessment 2 <p>C. Uses, Benefits, Limitations of Assessment Tools and Instruments</p> <ul style="list-style-type: none"> • State purposes of given assessment: methods and tools • Describe benefits derived from different assessment methods and tools • Determine appropriate selection tools for given populations and settings 	Discuss important concepts in Psychological Assessment	Pre-test Recitation Posttest	Lecture-Discussion Rationalization	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms	Performance Assessment Test Results

COURSE SYLLABUS

	<ul style="list-style-type: none"> • Analyze the strengths and limitations of assessment tools • Assess the appropriateness of selected assessment tools and instruments <p>D. Selection of Assessment Methods and Tools</p> <ul style="list-style-type: none"> • Identify appropriate assessment methods, tools for specific purposes • Clarify rationale for selecting assessment methods, tools for specific populations and purposes • Specify areas of assessment and/or tools needed for specific populations, settings, circumstances • Determine the best assessment methods and/or tools for individual and groups. 					
11	<ul style="list-style-type: none"> • Developmental Psychology 2 <p>C. Developmental Theories</p> <ul style="list-style-type: none"> • Theories of development explaining personality and other human attributes. • Assess the development of personality in the light of psychosexual theory of Freud • Illustrate and evaluate the development of personality in the light of psychosocial theory of Erikson • Illustrate the cognitive development of a person across the life span based on Piaget. • Differentiate and illustrate the moral development of a person across the life span based on Kohlberg. • Illustrate the impact of ecological model in the development of personality based on Bronfenbrenner • Apply the socio-cultural theory in the development of personality by Vygotsky • Illustrate the role of attachment in the development of personality and other human attributes based on Ainsworth and Mahler • Illustrate the theory of identity formation during adolescence period based on Marcia • Compare the different learning theories in explaining the development of personality and other human attributes based on behaviorism and social learning 	<p>Discuss important concepts in Developmental Psychology</p>	<p>Pre-test Recitation Posttest</p>	<p>Lecture-Discussion Rationalization</p>	<p>PC/Laptop Powerpoint Google Classroom Google Meet / Zoom Google Forms</p>	<p>Performance Assessment Test Results</p>

COURSE SYLLABUS

	<ul style="list-style-type: none"> Analyze the evolutionary theory of development of Wilson <p>D. Developmental Principles</p> <ul style="list-style-type: none"> Explain appropriate developmental principles in the study of life-span development 					
12	<ul style="list-style-type: none"> Abnormal Psychology 3 <p>E. Socio-cultural Factors and Ethical Principles in Diagnosing Cases of Abnormal Behavior</p> <ul style="list-style-type: none"> Socio-cultural factors <ul style="list-style-type: none"> Identify socio-cultural factors that may impact diagnosing of mental disorders Ethics in Diagnosing Mental Disorders <ul style="list-style-type: none"> Apply appropriate ethical principles and standards of practice in diagnosing abnormal behavior <p>F. Global Health Crisis and Mental Health Law</p> <ul style="list-style-type: none"> Recognize the different issues and concerns in various settings (educational, occupational, community) on the impact of (COVID-19) on the mental health condition of people and the challenges of the implementation of RA11036. Evaluate the impact of global health crisis (COVID-19) and other mental health conditions on the implementation of RA11036. 	Discuss important concepts in Abnormal Psychology	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment
13	<ul style="list-style-type: none"> Industrial Psychology 3 <p>E. Organizational Change and Development</p> <ul style="list-style-type: none"> Distinguish the difference between: (a) Organizational Change and Organizational Development (b) Organizational Development and Organizational Transformation Analyze the different factors driving organizational change Identify the different types of large-scale organizational changes Evaluate the different types of Organizational Interventions used to enhance organizational effectiveness, employee well-being and productivity Examine the different strategies and techniques organizations use to manage 	Discuss important concepts in Industrial Psychology	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment

COURSE SYLLABUS

	change, and/or cope with change to achieve organizational efficiency					
14	<ul style="list-style-type: none"> • Psychological Assessment 3 <p>E. Test Administration, Scoring, Interpretation and Usage</p> <ul style="list-style-type: none"> • Detect errors in test: selection, administration, scoring • Show recognition of errors in test: administration, scoring, interpretation • Respond appropriately to challenges in test: usage, administration, scoring, interpretation • Explore anomaly in test: administration, interpretation, usage • Appraise usefulness of tests under carrying conditions of test administration, scoring, and interpretation <p>F. Ethical Principles and Standards of Practice</p> <ul style="list-style-type: none"> • Identify ethical principles that pertain to test: interpretation, and usage • Exound on what makes a situation or activity a violation of ethics and standard of good practice • Appropriately handle different situations that may challenge the application of ethical principles and standards • Explore the different possibilities for avoiding ethical violations • Evaluate ethical appropriateness of the way psychometric matters had been handled 	Discuss important concepts in Psychological Assessment	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment
15	<ul style="list-style-type: none"> • Developmental Psychology 3 <p>E. Developmental Issues and Tasks on Developmental Stages</p> <ul style="list-style-type: none"> • Developmental Tasks Across the Lifespan <ul style="list-style-type: none"> • Explain the critical issues pertaining to heredity and environmental influences during prenatal development • Illustrate the critical issues related to physical, cognitive, socio-emotional development during pre-natal development • Assess the developmental issues concerning physical, cognitive, and socio-emotional development during 	Discuss important concepts in Developmental Psychology	Assignment Recitation	Lecture-Discussion Brainstorming	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment

COURSE SYLLABUS

	<p>childhood, adolescence, and adulthood stages of development</p> <ul style="list-style-type: none">• Identify critical issues concerning death and bereavement• Developmental Tasks Across the Lifespan<ul style="list-style-type: none">• Explain the expected developmental tasks in physical, cognitive, and socio-emotional during childhood, adolescence, and adulthood stages of development• Assess the expected developmental tasks in physical, cognitive, and socio-emotional during childhood and adolescence stage of development• Illustrate developmental tasks in physical, cognitive, and socio-emotional expected during adulthood stage of development <p>F. Developmental Challenges and Milestones on Developmental Stages</p> <ul style="list-style-type: none">• Developmental Challenges Across the Lifespan<ul style="list-style-type: none">• Explain the challenges faced during prenatal and childhood stages of development• Illustrate the challenges faced during the adolescence and adulthood stages of development• Differentiate the challenges concerning prenatal, childhood, adolescence, and adulthood• Identify the challenges of coping with death of another person• Developmental Milestones Across the Lifespan<ul style="list-style-type: none">• Point out the expected developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood• Illustrate developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood stages of development				
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COURSE SYLLABUS

Week	Content	Intended Learning Outcomes (ILO)	Assessment Tasks (ATs)	Suggested Teaching/Learning Activities (TLAs)	Learning and Teaching Support Materials (LTSM)	Output Materials
	* Illustrate issues involved in decisions about death					
16	Mock Board <ul style="list-style-type: none">• Abnormal Psychology• Industrial Psychology	Determine the depth of learning acquired during the term.	Mock Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Result
17	Mock Board <ul style="list-style-type: none">• Abnormal Psychology• Industrial Psychology	Determine the depth of learning acquired during the term.	Mock Board Exam	Lecture-Discussion	PC/Laptop Powerpoint Google Classroom Google Meet / Zoom	Performance Assessment Test Result
18	Culminating Activity	Provide additional topic that will enrich the learning of the students	(to be determined by the professor and the class)			

Basic Readings / Textbooks / Reference Materials

- Diego, A.A., Resuello, J.C., & Llenares, L.I. (2020). Becoming a Psychometrician (Lecture Book). Jenher Publishing House. ISBN 978-621-8083-33-2
- Masanda, A. B. (2018). RPM Comprehensive Reviewer: Volume 1 and 2. Jenher Publishing House. ISBN 978-621-8038-15-8
- Rust, Kosinski, & Stillwell. (2020). Modern Psychometrics: The Science of Psychological Assessment.
- Cohen & Swerdlik. (2017). Psychological Testing and Assessment.
- Feist & Roberts. (2020). Theories of Personality. 10th Edition.
- Schultz & Schultz. (2017). Theories of Personality. Cengage.
- Truxillo, D.M., Bauer, T.N., Erdogan, B. (2021). Psychology and Work: An Introduction to Industrial Organizational Psychology. 2nd Edition.
- Aamodt, M. (2015). Industrial Organizational Psychology: An Applied Approach.
- Barlow, Durand & Huffman. (2020). Abnormal Psychology: An Integrative Approach. 6th Edition
- Whitbourne. (2019). Abnormal Psychology: Clinical Perspectives on Psychological Disorders.
- Agravante, G.R., et. al (2017). A Phenomenological Study on Experiences of BSIP Takers and Passers in the Board Licensure Examination for Psychometrists. Undergraduate Thesis. EARIST, Manila
- Cañtic, A., et al. (2021). Predictors of BSIP Performance on Board Licensure Examination for Psychometrists Towards Program Enrichment. Undergraduate Thesis. EARIST, Manila
- Balanza, S.J.R., et al. (2022). Trend of Six-Year Performance of BSIP Graduates in the Board Licensure Examination for Psychometrists. Undergraduate Thesis. EARIST, Manila

Course Assessment

- The expected learning outcomes for the course will be assessed through graded activities and ungraded activities.
- The graded activities include in school evaluation (e.g., tests, quizzes, class participation, activities) and off-campus evaluation (e.g., supervisor's rating, narrative report). The criteria for grading are as follows:

Midterm and Final Grade

Final Rating

COURSE SYLLABUS

Week	Content	Intended Learning Outcomes (ILO)	Assessment Tasks (ATs)	Suggested Teaching/Learning Activities (TLAs)	Learning and Teaching Support Materials (LTSM)	Output Materials
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- Agravante, G.R., et. al (2017). A Phenomenological Study on Experiences of BSIP Takers and Passers in the Board Licensure Examination for Psychometrists. Undergraduate Thesis. EARIST, Manila
- Cañtic, A., et al. (2021). Predictors of BSIP Performance on Board Licensure Examination for Psychometrists Towards Program Enrichment. Undergraduate Thesis. EARIST, Manila
- Balanza, S.J.R., et al. (2022). Trend of Six-Year Performance of BSIP Graduates in the Board Licensure Examination for Psychometrists. Undergraduate Thesis. EARIST, Manila

Course Assessment

- The expected learning outcomes for the course will be assessed through graded activities and ungraded activities.
- The graded activities include in school evaluation (e.g., tests, quizzes, class participation, activities) and off-campus evaluation (e.g., supervisor's rating, narrative report). The criteria for grading are as follows:

Midterm and Final Grade

Final Rating

COURSE SYLLABUS

	<table><tr><td>Attendance</td><td>10%</td><td>Midterm Grade</td><td>50%</td></tr><tr><td>Recitation</td><td>20%</td><td>Final Grade</td><td>50%</td></tr><tr><td>Practice Tests</td><td>30%</td><td></td><td>100%</td></tr><tr><td>Term Assessment (Pre and Post Test – Mock Board Exam)</td><td>40%</td><td></td><td></td></tr><tr><td></td><td>100%</td><td></td><td></td></tr></table>	Attendance	10%	Midterm Grade	50%	Recitation	20%	Final Grade	50%	Practice Tests	30%		100%	Term Assessment (Pre and Post Test – Mock Board Exam)	40%				100%															
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Term Assessment (Pre and Post Test – Mock Board Exam)	40%																																	
	100%																																	
	<ul style="list-style-type: none"><i>The ungraded activities will be used to monitor student's progress. A variety of these ungraded assessment techniques may be employed, including problems to be completed during class, direct questioning of students, answering students' questions in class, one-minute classroom assessment techniques, and discussions during consultation hours.</i>																																	
	<ul style="list-style-type: none"><i>Language of Instruction</i> The language of instruction is English.																																	
	<ul style="list-style-type: none"><i>Attendance</i> Students are required to attend all classes starting with the first meeting. Non-attendance in any required class or academic activity constitutes an absence. A student who has been absent for more than 20 percent of the hours of recitation, lectures, or any other scheduled work in this course shall be automatically dropped from the class roll and the Registrar shall be advised accordingly.																																	
	<ul style="list-style-type: none"><i>Student Rights and Responsibilities</i> The Student Handbook establishes students' freedoms and protections as well as expectations of appropriate behavior and ethical academic work. The Handbook includes items such as the Policy on Student Rights, the Policy on Student Conduct, and the Academic Integrity Policy.																																	
	<ul style="list-style-type: none"><i>Academic Integrity</i> Any work that the student submits should be their own work (i.e., not borrowed/copied from any other source, including their classmates). When using other people's ideas to substantiate their ideas, students are expected to properly cite the original source. Proper citation procedures shall be discussed in class. Any act of cheating or plagiarism shall be treated in accordance with the Institute's Policy on Academic Integrity. Depending upon the individual violation, students could face penalties ranging from failing the assignment to failing the class.																																	
Course Policies and Statements (continued)	<ul style="list-style-type: none"><i>Grading System</i> The students' academic performance shall be graded in accordance with the following numerical system: <table><thead><tr><th>Grades</th><th>Percentage Equivalent</th><th>Descriptive Rating</th></tr></thead><tbody><tr><td>1.00</td><td>97-100</td><td>Highly Excellent</td></tr><tr><td>1.25</td><td>94-96</td><td>Excellent</td></tr><tr><td>1.50</td><td>91-93</td><td>Very Superior</td></tr><tr><td>1.75</td><td>88-90</td><td>Superior</td></tr><tr><td>2.00</td><td>85-87</td><td>Very Good</td></tr><tr><td>2.25</td><td>82-84</td><td>Good</td></tr><tr><td>2.50</td><td>79-81</td><td>Satisfactory</td></tr><tr><td>2.75</td><td>76-78</td><td>Fair</td></tr><tr><td>3.00</td><td>75</td><td>Passed</td></tr><tr><td>5.00</td><td>Below 75</td><td>Failed</td></tr></tbody></table> <ul style="list-style-type: none"><i>Learners with Disabilities</i>	Grades	Percentage Equivalent	Descriptive Rating	1.00	97-100	Highly Excellent	1.25	94-96	Excellent	1.50	91-93	Very Superior	1.75	88-90	Superior	2.00	85-87	Very Good	2.25	82-84	Good	2.50	79-81	Satisfactory	2.75	76-78	Fair	3.00	75	Passed	5.00	Below 75	Failed
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3.00	75	Passed																																
5.00	Below 75	Failed																																



Introduction to the Reviewers / Lecturers



BACKGROUND

Industrial Psychology



RIEGIL LYKA G.
REYES, R^Pm



BACKGROUND

Developmental Psychology



SALVE GRACE V.
DE ASIS, RPm



Meet The Lecturers



RIEGIL LYKA



SALVE GRACE



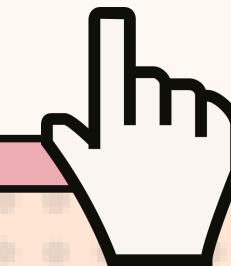
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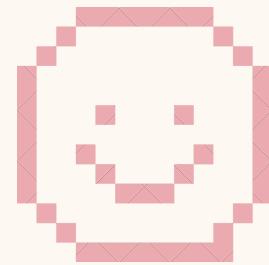
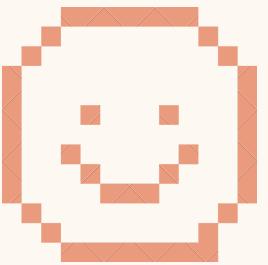
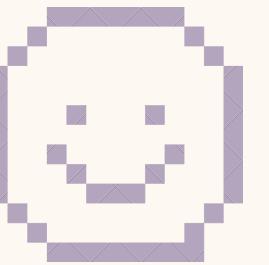
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Thank You

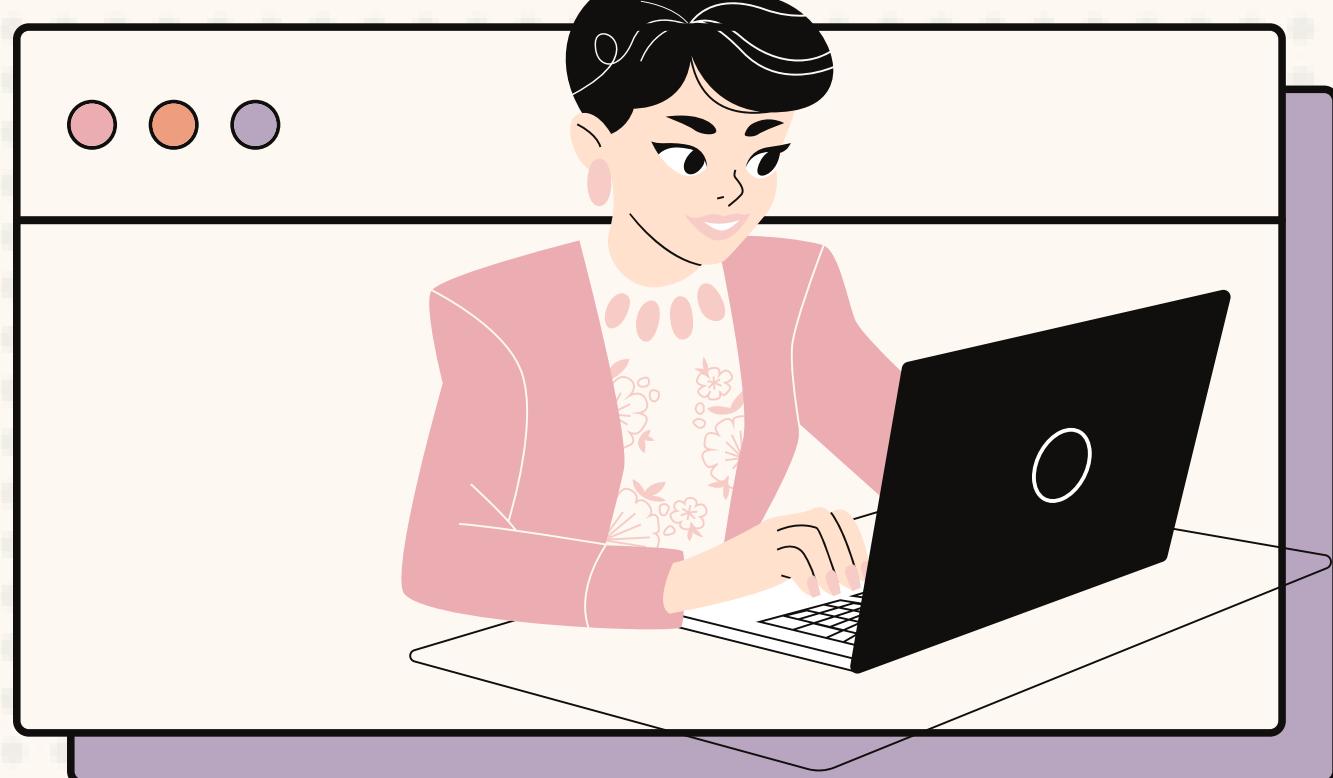
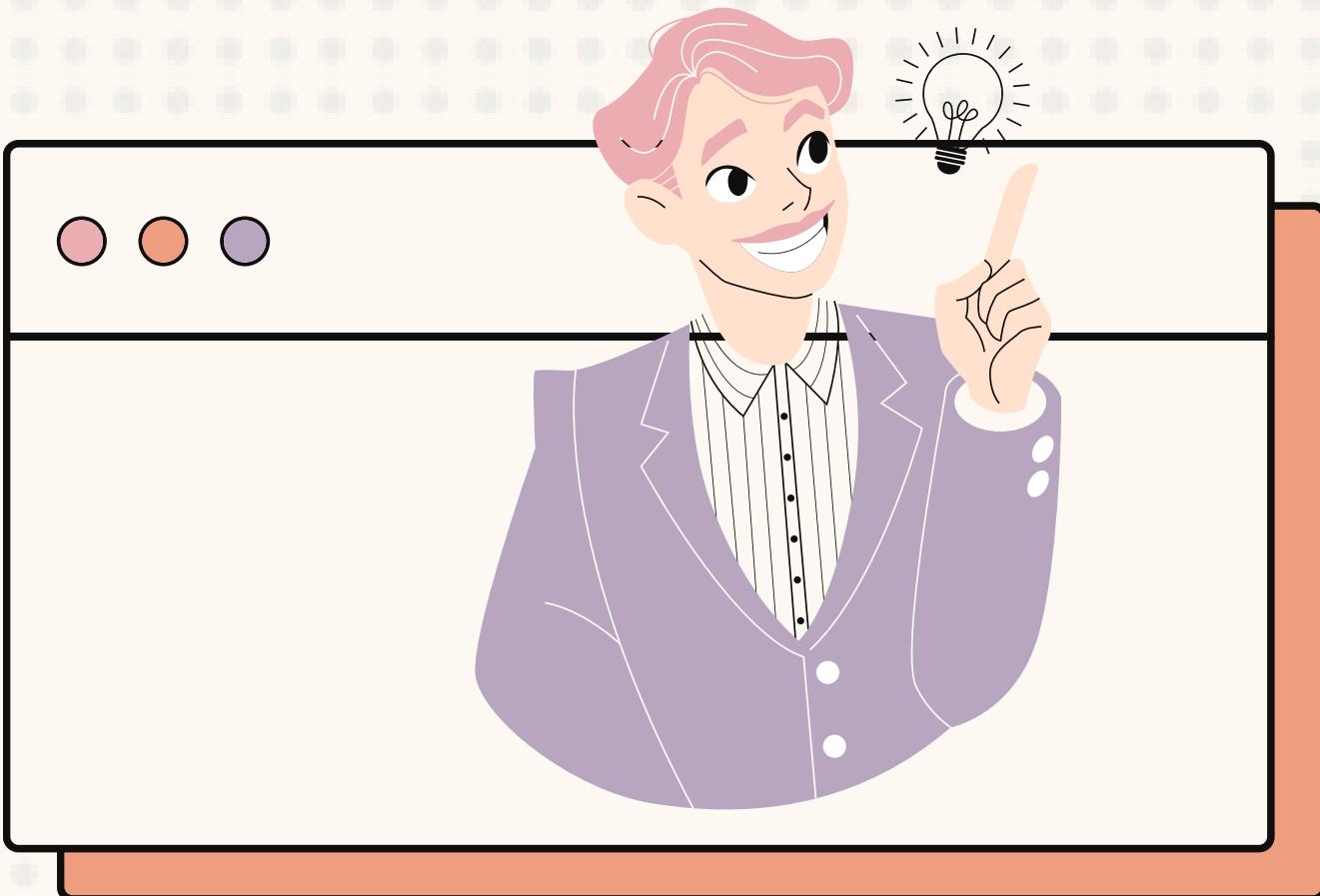
**Do you have any
questions?**



.. .



Practical Tips, Test-taking Skills and Strategies in Analyzing questions and Requirements for BLEP





PRACTICAL TIPS IN REVIEWING

1. ORGANIZE ALL YOUR REVIEW MATERIALS

Disorganization is a primary adversary of a sharp memory. Tidying up and arranging your desk is one aspect; however, harmonizing and structuring your notes is another. This practice can simplify the process of going through your study materials. Consider having **separate notebooks** for each **subject** or creating **distinct sections on your computer** if you're taking a review course. Even with **paper notes**, the key is **proper organization**. Well-organized notes aid in better retention of the reviewed information, making it easier for your brain to recall ideas and concepts during study sessions. Think of it as a map guiding your mind through the material.



PRACTICAL TIPS IN REVIEWING

Properly organizing your review materials is a beneficial and constructive review strategy. If your notes could be more organized, consider rewriting them to enhance your understanding; this is an effective review method. On the contrary, some individuals may work best in a cluttered environment. If this approach suits you, go ahead and organize your clutter in a way that works for you!



PRACTICAL TIPS IN REVIEWING

2. TRY IMPLEMENTING MNEMONIC TECHNIQUES DURING REVIEW

We are inclined to recall information more effectively when it has a personal connection. Therefore, we will personalize your review to optimize your brain's potential. Research suggests selecting a mnemonic device that suits you best, as there is no one-size-fits-all approach. Here are various devices and techniques to choose from, selecting the one that resonates best with you:

Memory Palace, or Mind Palace

is a technique known as the 'method of loci' used for memorization by associating the information with imaginary locations, allowing for vast storage and expansion of memory capacity



PRACTICAL TIPS IN REVIEWING

1. Envision a building or a road and populate your mental picture with specific details, like the contents of each room or the scenery along the road.
2. Make mental connections between each element you visualize, such as a chair in the house or a tree by the road, and a piece of information (like a chemical formula). Delve into the relationship between the two to ensure you grasp the information and its corresponding image.
3. During exams, recall the information by retracing your mental steps through the building or along the road, identifying the objects linked to the information.
4. To store additional information in your memory, expand your imaginary building with another room or take a new path from your mental road to house the new data.



PRACTICAL TIPS IN REVIEWING

Mnemonics help remember information by creating catchy phrases or words using initial letters. Examples like 'Never Eat Shredded Wheat' for compass points and 'Roy G. Biv' for rainbow colors demonstrate this technique. Crafting stories engages creativity and curiosity, enhancing memory retention.



PRACTICAL TIPS IN REVIEWING

Rhyming and music aid memory retention:

- Rhymes enhance the recall of factual knowledge.
- Converting notes to music helps you remember information.
- Adding a melody or rap to information aids memorization.
- Using familiar tunes can improve recall.



PRACTICAL TIPS IN REVIEWING

To maximize a photographic or eidetic memory:

- Combine images with text to aid recall.
- Use visual aids like spider diagrams to organize information.
- Even without eidetic memory, visual arrangements can enhance memory retrieval.



PRACTICAL TIPS IN REVIEWING

You can leverage your sense of smell

Your sense of smell can serve as a potent tool for memory. If you've ever had the experience of catching a scent after years and being instantly transported back in time, you can apply this in your studies. To enhance your memory retention, try using a specific perfume or aftershave each time you study for a particular exam. Later, when you sit for that exam, wearing the same fragrance should help bring back the learning context. You could assign different scents to different subjects, wearing the appropriate scent for each corresponding exam.



PRACTICAL TIPS IN REVIEWING

Know that reviewing is about "quality," not "quantity."

Reviewing when you're in the right mood is far more effective than attempting a marathon 4-hour review session. Have you ever woken up feeling like your brain's billions of neurons are ready to collaborate? Or perhaps you've experienced this when you've decided to call it a day and head to bed (ironic, isn't it?). That's the perfect moment I'm referring to. Seize it and make the most of your review time.

Please start with the most complex subject because it needs more energy and effort than the easier one. Also, please don't look it over when you are tired. You must rest and relax first because retention is better when your body rests. But do not go "I am tired" or you are "not in the mood" all the time because you won't accomplish anything if you submit yourself to this trap. Mind setting is a simple answer to battle this. Set your mind ahead of time for your reviewing (*tomorrow, after dinner, I will study psychological assessment) and convince yourself that you will, in fact, save time for your schedule. Commit yourself to yourself.



PRACTICAL TIPS IN REVIEWING

Do your rituals/superstitions, by all means

Putting a coin in your shoes does nothing about your success (or failure) in the examination. But it does not mean that it serves basically nothing. Psychologically, superstitious belief (like the example above) associated with your test-taking serves a purpose; we tend to feel more at ease and even confident if we do a specific routine or behavior; hence, it lowers test anxiety. Further, in this case, belief and confidence could lead to a 'self-fulfilling prophesy' since there will be positive feedback between what you're thinking and feeling (as a result) to what you're doing. So having no test-related anxiety and self-fulfilling prophesy that works in your favor are two ingredients you may add to your recipe for success. This then may lead to higher chances of getting a good result in the exam. Never mind if it'll sound too superstitious; as long as it serves you the purpose, it will always be "psychological". So, whatever superstitions you hold or believe in, never mind what the others would say, do it by all means.



PRACTICAL TIPS IN REVIEWING

Reading Numerous References

While it may seem daunting, reading extensively can lead to favorable outcomes. Despite criticism regarding the content validity of past board exams from 2014 to 2017 due to their lack of adherence to the table of specifications, being well-informed through abundant literature is beneficial. **For instance, in the 2014 licensure exam, questions on the T-Scale in psychological assessment were included, which was a surprising revelation for me as I was more familiar with the T-Test and T Score.** This content stemmed from research by Dr. Abrenica, a Professional Regulatory Board of PRC - Psychology member, and the scale was exclusively available at the DLSU - Manila library. While some may argue against its inclusion in the exam due to accessibility and potential bias, it still appeared in the test. Subsequent exams did not report related incidents, which should not lead to complacency. Even if your readings do not directly appear in the exam, the knowledge gained is never wasted; it signifies personal growth and moves you closer to becoming a well-rounded Registered Psychometrician.



PRACTICAL TIPS IN REVIEWING

Study individually and in group

This works two-fold: studying alone gives you ample time to understand how you learn the concepts you are studying, and studying with a group helps you and your group members supplement and complement that learning. This is how it works; we know that one hour of “group study” is not really an hour of it; 0 minutes are spent goofing around, even gossiping and all kinds of laughing, and only 10 minutes are spent on actual studying itself.

Not that this is bad (because it's about the quality remember) but this actually helps (as long as the group is really committed to studying/reviewing) because retention of memory is a lot better when one is enjoying the process (who doesn't enjoy goofing around with your group?). At the same time, this group study helps you correct any faulty understanding of the subject matter, and you are able to contribute something to their understanding. It is a pleasure and learning all together.



PRACTICAL TIPS IN REVIEWING

Focus on one subject at a time and do not multi-task

Most students believe multi-tasking is a good habit and helpful in completing necessary tasks. While this might arguably be true, multi-tasking makes you less effective in your task. That is because the energy needed to accomplish the task needs to be fully utilized and is divided into the entire task you are doing simultaneously. Thus, you should focus on one subject first, then another. As mentioned, please start with the most complex subject, which requires more cognitive energy. As much as possible, could you allot one subject to one review schedule and the others to the next that follow? This would give you a more focused understanding of what you are reviewing and lessen the chance of mixing things up in your head.



PRACTICAL TIPS IN REVIEWING

Refresh and have a break in between your review schedules

Prolonged exposure to overloaded information doesn't help you a lot to hear you this is one o n e s e the ciders and things become a concept), pause for a while, and take a break. This break is absolutely anything that relaxes you, may it be a nap, a food break, a little walk in a park, a chat with your loved one, or watching an episode of your favorite anime, cartoon, or show; anything goes as long as it relaxes you. Note, however, that you must have the self-discipline to go back to your track and not get too lost in your own break time.



PRACTICAL TIPS IN REVIEWING

Do not take the reviewing so heavily, light up!

The board examination is not designed to measure your value as a human person, but rather, it aims to assess your training in the field and readiness ot do the basics in professional practice. Therefore, you won't be shot dead if ever you fail, though that is definitely not the goal. Your attitude towards the examination affects your performance a lot, especially when you couple it with unfounded test anxiety. So have the proper attitude to test taking. Be excited and glad that you will have an opportunity to show how much you have prepared for your goal of becoming an RPm. Furthermore, memory recall comes seamlessly if you have a calm mind, and success in any endeavor has a great deal with your attitude. Have a great deal of faith in yourself and much more so in the Almighty Lord



PRACTICAL TIPS IN REVIEWING

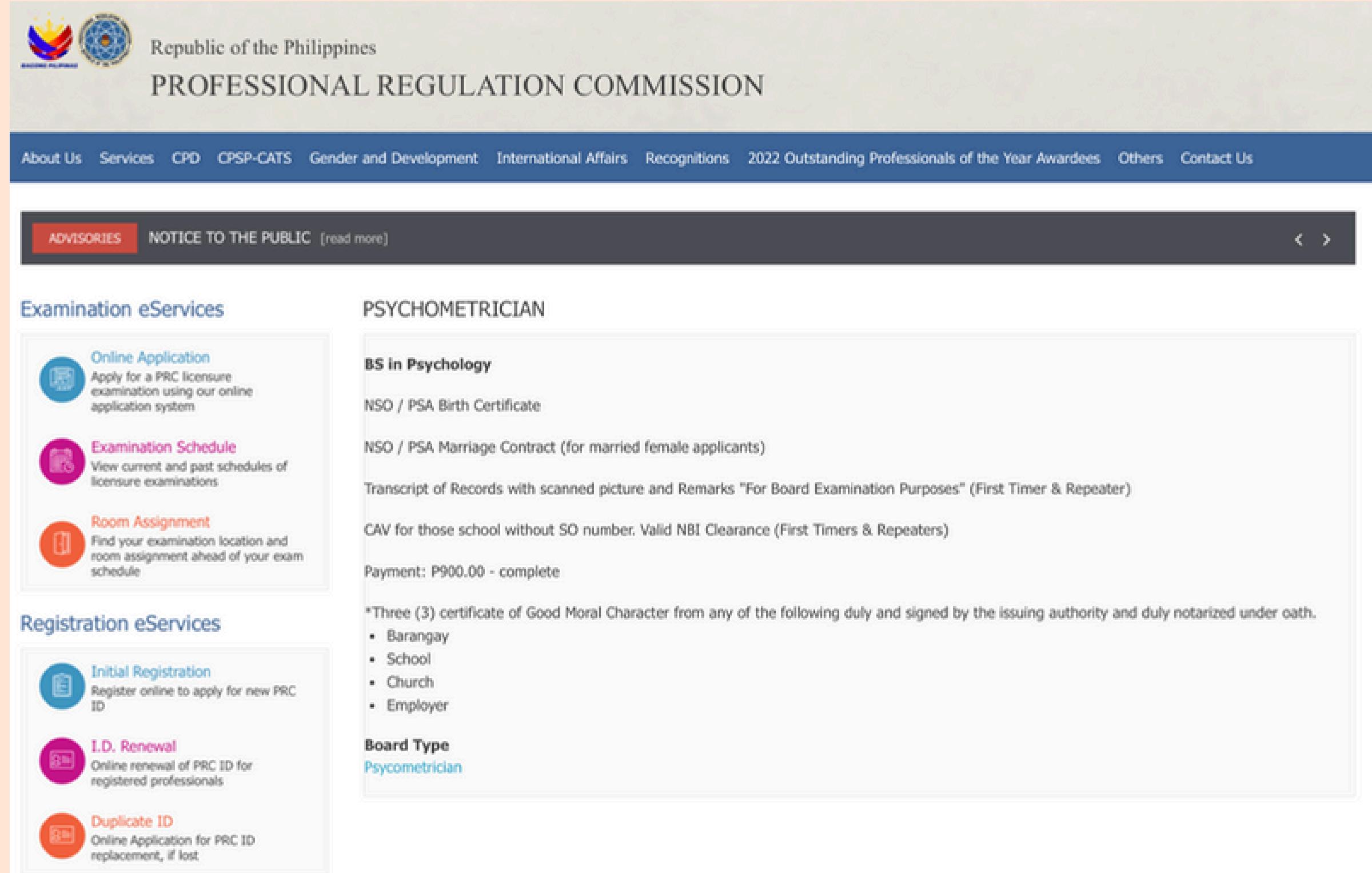
Pray, and pray with greater fervor.

For believers, this might be self-explanatory. However, those who are skeptical and rely heavily on empirical and scientific methods view prayer as a form of mindful meditation. Picture your mind like a sponge, capable of absorbing information effortlessly – soft enough to release gently for a seamless flow yet resilient enough to retain it when needed. If you're still not convinced, there's nothing more effective than a tranquil mind in any pursuit.

HAVE ALL YOUR REQUIREMENTS ACCOMPLISHED AS EARLY AS POSSIBLE

PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

Ensure that you remember the following for the psychometrician board examination requirements as of June 2024:



The screenshot shows the official website of the Professional Regulation Commission (PRC) of the Republic of the Philippines. The header features the PRC logo, the text "Republic of the Philippines", and "PROFESSIONAL REGULATION COMMISSION". Below the header is a navigation menu with links to "About Us", "Services", "CPD", "CPSP-CATS", "Gender and Development", "International Affairs", "Recognitions", "2022 Outstanding Professionals of the Year Awardees", "Others", and "Contact Us". A secondary navigation bar below the menu includes "ADVISORIES" and "NOTICE TO THE PUBLIC" with a "read more" link. On the left side, there are two columns of "eServices": "Examination eServices" (with icons for Online Application, Examination Schedule, and Room Assignment) and "Registration eServices" (with icons for Initial Registration, I.D. Renewal, and Duplicate ID). The right side of the page is dedicated to the "PSYCHOMETRICIAN" examination, listing required documents: BS in Psychology, NSO / PSA Birth Certificate, NSO / PSA Marriage Contract (for married female applicants), Transcript of Records with scanned picture and Remarks "For Board Examination Purposes" (First Timer & Repeater), CAV for those school without SO number, Valid NBI Clearance (First Timers & Repeaters), and Payment: P900.00 - complete. It also specifies that three certificates of Good Moral Character are required from Barangay, School, Church, or Employer.

Republic of the Philippines
PROFESSIONAL REGULATION COMMISSION

About Us Services CPD CPSP-CATS Gender and Development International Affairs Recognitions 2022 Outstanding Professionals of the Year Awardees Others Contact Us

ADVISORIES NOTICE TO THE PUBLIC [read more] < >

Examination eServices

- Online Application
- Examination Schedule
- Room Assignment

Registration eServices

- Initial Registration
- I.D. Renewal
- Duplicate ID

PSYCHOMETRICIAN

BS in Psychology

NSO / PSA Birth Certificate

NSO / PSA Marriage Contract (for married female applicants)

Transcript of Records with scanned picture and Remarks "For Board Examination Purposes" (First Timer & Repeater)

CAV for those school without SO number. Valid NBI Clearance (First Timers & Repeaters)

Payment: P900.00 - complete

*Three (3) certificate of Good Moral Character from any of the following duly and signed by the issuing authority and duly notarized under oath.

- Barangay
- School
- Church
- Employer

Board Type
Psychometrician

● ● ● PRACTICAL TIPS IN PREPARING
FOR AND TAKING THE BOARD
EXAMINATION

**KNOW THE THINGS THAT YOU SHOULD BRING
DURING THE EXAMINATION**

Here are the items to bring during the examination, as listed:

What to Bring on Examination Day

- Notice of Admission
- PRC Official Receipt
- Two or more pencils (No. 2)
- Ballpens with BLACK INK ONLY
- One (1) piece Metered-Stamp Window Envelope
- One (1) piece Long Brown Envelope
- One (1) piece Plastic Envelope (to keep above items)
Long Transparent (non –colored)



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

KNOW THE THINGS THAT YOU SHOULD BRING DURING THE EXAMINATION

You may also bring water and light food or snacks during the exam. Please ensure these won't contaminate your answer sheet because the machine that will score your paper is susceptible to shades or marks. It is also practical to bring a calculator during the examination day, especially for the psychological assessment subject where possible calculations might occur. They are usually easily computed manually (using the test questionnaire itself) or even mentally, but it pays to bring one if you need more confidence in your mathematical ability. However, not all kinds of calculators are allowed.

There is also a dress code during the examination days. According to the Professional Regulation Commission website, as of November 2017, the following dress codes are prescribed: For males, a school uniform / white polo shirt or T-shirt tucked in is required, while for females, a school uniform/ white blouse or T-shirt is required. The test proctors are strictly implementing this dress code.



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

KNOW THE THINGS THAT YOU SHOULD BRING DURING THE EXAMINATION

cGeneral Instruction to Examinees

1. Examinees should report before 06:30 in the morning every examination day. LATE EXAMINEES WILL NOT BE ADMITTED.
2. Bring the following: Notice of Admission (NOA), Official Receipt, pencils no. 1 or 2, black ball pens, metered-stamped window mailing envelope**, long brown and long plastic envelopes.
3. CELLULAR PHONES AND OTHER ELECTRONIC GADGETS ARE STRICTLY PROHIBITED. Wear the prescribed dress code.

**Professions requiring submission of mailing envelopes:



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

TRUST YOUR INSTINCT: DO NOT LOCK IN YOUR ANSWER YET IF YOU ARE NOT 100% CONFIDENT OF IT

You'll have ample time to think about the questions before you turn in your answer if you don't mind. There is a 3-hour allotment per subject; this should be enough for all the subjects. If you are unsure between choices (they are usually tricky and even confusing because they are designed to be that way), please go ahead with the other items you can quickly answer. After that, go back to the skipped items to finish them. Make sure to have a trail of the items you missed. One practical step is to mark the number of items on the questionnaire (not the answer sheet!). You can write anything on the questionnaire, but you must surrender them to the proctor at the end of the examination. As much as possible, please avoid any errors in the answer sheet because, as mentioned, the scoring machine is susceptible to marks and shades.

Should you become utterly unsure of the item, trust your instinct. Remember that you have prepared for this exam extensively. Overanalyzing an item is sometimes inevitable because we want to get it right as much as possible. After all, why wouldn't you? However, as mentioned, we tend to veer away from the correct answer once we overthink. I am still determining how our instincts work in this context, but they are usually accurate in guiding you to the correct answer, more often than not.



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

KNOW THAT THE BOARD EXAMINATION ITSELF HAS ITS OWN LAPSES

During the examination, you might encounter troublesome questions and choices; answer them anyway. The test questions and the questionnaire are not error-free, consistent with all board examinations so far. There are errors in typing, grammatical errors, erasures, and even items without questions (only a statement about the premise), but the correct answer has to be chosen. You might also encounter an item where you humbly believe and know to your innermost self that the correct answer is not in the choices provided. In these circumstances, you might have to complain to the proctor about it, but they have very little power over it, and most likely, they will advise you to lock in an answer. It is still your choice whether to shade one or not, but a 25% chance is definitely a lot better than nothing.



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

TAKE A GOOD NIGHT SLEEP

It may not sound like it, but one of the best things you can do to help you remember things is to get a good night's sleep - not just the night before the exam, but every night. It's not just saying that because getting the right amount of sleep will help you perform better, retain mental agility, and ward off stress and tiredness. Because it's when you're sleeping, your brain performs the vital task of converting facts from short-term to long-term memory (Rasch & Born, 2013). During a good night's sleep, your brain processes the information you've learned during the day and stores it, meaning that you're far more likely to recall it than if you barely slept. So, get the recommended eight hours of sleep every night. Sleep may feel like a luxury you can't afford right now, but it's one of the most important things you can do for exam success!



PRACTICAL TIPS IN PREPARING FOR AND TAKING THE BOARD EXAMINATION

PRAY, AND PRAY HARDER!

You prayed diligently during your review days. Isn't it even more crucial as you embark on what you prayed for during your preparation?



SOME OTHER PRACTICAL TIPS

READ LOTS OF JOURNAL ARTICLES AND KEEP YOURSELF ABREAST WITH THE LATEST TREND IN THE SUBJECT AREAS

Remember that psychology is a research-filled scientific endeavor, and you would expect many questions to be derived from research conducted, especially during this contemporary time. It might be tedious, but it pays. From 2014 to 2017, questions in the four subject areas focused less on popular theories and more on more contemporary ones.

For **psychological assessment**, keep abreast of the latest models of psychological tests, their use/practice in various disciplines, and which ones are already obsolete. **Developmental Psychology** should be updated to more contemporary theories, including validation studies conducted for these theories. For **abnormal psychology**, though they rarely ask questions about DSM-5 and DSM IV-TR, which are still traced, it pays to be well-informed about their similarities and differences. Lastly, **industrial/organizational psychology** should be updated on the various contemporary theories of human behavior in organizations and the latest trends and practices of the corporate world.



SOME OTHER PRACTICAL TIPS

WHEN ONE OF THE CHOICES IS "ALL OF THE ABOVE" OR "NONE OF THE ABOVE" AND THE LIKE, 80% OF THE TIME, IT'S THE CORRECT ANSWER

While it may not always be the case, the "all of the above" or "none of the above" option often holds the correct answer. Keep an eye out for similar answer variations. Your expertise and judgment as a thorough examiner will guide you here. Take time to thoroughly evaluate the question and the available options before making a decision. If the other options also seem plausible, the answer likely lies in option "D". These options are designed to mislead, so approach them with caution and critical thinking to avoid being misled.



SOME OTHER PRACTICAL TIPS

TAKE YOUR TIME WHILE ANSWERING; DO NOT BE PRESSURED BY OTHERS

I know how pressured you can feel when you start to see people submitting their sheets early on the test while you are still way through it. Please don't get distracted and recognize that each of us has our own pace in every endeavor. Even though you might be the last person in the room who is still answering the questionnaire, as long as your 3 hours allowed time is not over yet, your proctor will not distract you and wouldn't mind waiting for you; after all, that is what he or she is there for. So take advantage of your time and work best at your own pace.



SOME OTHER PRACTICAL TIPS

AFTER THE EXAMINATION, REWARD YOURSELF GENEROUSLY!

If you pass or not, you can give yourself generously based on your assessment of your test performance, for you have made it to the end of what you have been preparing for months. You have made lots of efforts and sacrifices just to be there and got there, so you deserve some treat. This is basically whatever it is that you want. It could be a simple, sumptuous meal, a movie date with someone else or even with yourself, as a treat, a shopping spree, anything goes. Of course, when you pass it, you'll have another reason to treat yourself! Only this time, probably, with the companion of others!



SOME OTHER PRACTICAL TIPS

FOR A KICK, HAVE SOMEONE VERY SPECIAL TO YOU CHECK THE RESULTS FOR YOU

This is optional, but during my two board examinations 2014 (RGC and RPm), it felt more surprising and extraordinary when someone else gave you the great news than checking it for yourself. It feels great to celebrate the great news at the very moment itself with an extraordinary someone. On the other hand, it is also believed that if one fails (which we hope not), that particular person will be as affectionate and compassionate in delivering the not-so-good news. A person who truly loves you will always gently break bad news for you.



REFERENCE

Masanda, A. B. (2018). RPM Comprehensive Reviewer: Volume 1 and 2. Jenher Publishing House.
ISBN978-621-8038-15-8

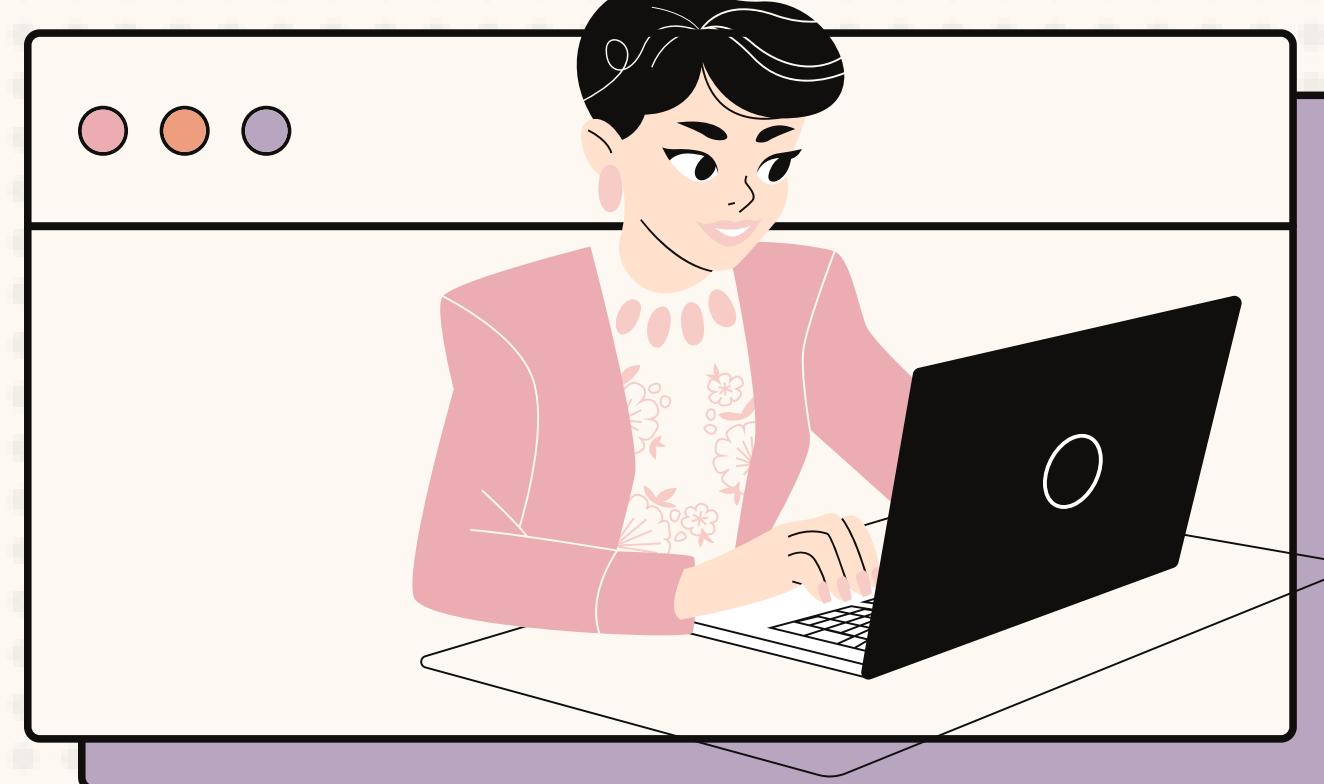
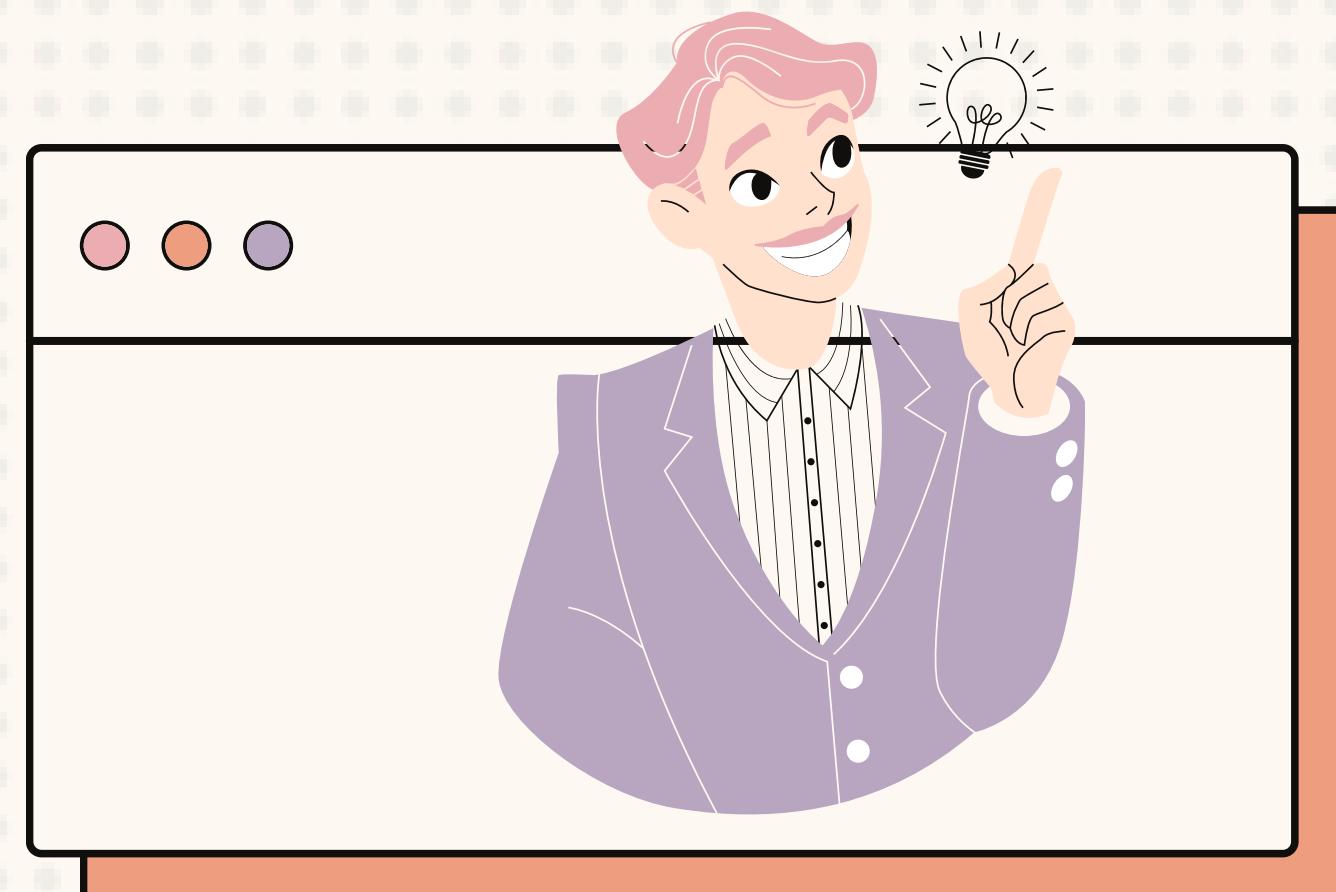


Table of Specifications for Psychometrician



Republic of the Philippines
Professional Regulation Commission
Manila

PROFESSIONAL REGULATORY BOARD OF PSYCHOLOGY
RESOLUTION NO. 02 (s. 2023)
Adoption and Promulgation of the Enhanced Tables of Specifications
for the Subjects in the Psychologists and Psychometricians Licensure Examination
Page 2 of 2

WHEREFORE, the Board RESOLVES, as it is hereby RESOLVED, to adopt and promulgate the Enhanced Tables of Specifications for the subjects in the Psychologists and Psychometricians Licensure Examinations which are hereto separately appended as Annexes "A" and "B";

FURTHER RESOLVED, that this Board Resolution with Annexes "A" and "B" shall apply starting the June 2023 Psychologists and Psychometricians Licensure Examinations.

This shall supersede Board Resolution No. 19 (s. 2014) and shall take effect immediately following the completion of its publication in the Official Gazette or in any newspaper of general circulation.

Done in the City of Manila, this 5th of April, 2023.

MIRIAM P. CUE
Chairperson

IMELDA VIRGINIA G. VILLAR
Member

HECTOR M. PEREZ
Member

ATTESTED BY:

ATTY. LOVELIKA T. BAUTISTA
Chief, PRB Secretariat Division

CHARITO A. ZAMORA
Chairperson

JOSE Y. CUETO, JR.
Commissioner

ERWIN M. ENAD
Commissioner

Note: Attachment maybe downloaded at www.prc.gov.ph under PRB of Psychology
Resolution: <https://www.prc.gov.ph/psychology>

DATE OF PUBLICATION IN THE
BUSINESS MIRROR : April 24, 2023
EFFECTIVE DATE : Immediately

Psychometrician
Imelda Virginia G. Villar

Board for Psychometrician
as of February 2023
Subject: **Developmental Psychology**
Weight: 20%

PQF Level 6						
Difficulty Level			Easy (30%) Moderate (40%) Difficult (30%)			
Bloom's Taxonomy			Remembering	Understanding	Applying	Analyzing
Topics and Competencies	Weight	No. of Item			Evaluating	Creating
The examinees can perform the following competencies under each topic:						
A. Perspectives on Nature and Nurture	5%	5				
1.1 Explain the role of heredity and environment in human growth and development.	2%	2		2		
1.2 Illustrate the influence of heredity and environment on the development of persons	2%	2			2	
1.3 Identify the characteristics that pertain to heredity and environment.	1%	1	1			
B. Research Methods in Developmental Psychology and Ethical Considerations	5%	5				
1. Ethics in Conducting Research						
1.1 Identify the ethical consideration of various research methods in developmental psychology.	2%	2	2			
2. Research Methods in Developmental Psychology						
2.1. Recognize the different basic research designs in studying human development.	2%	2	2			
2.2 Differentiate cross-sectional and longitudinal studies in conducting research investigation in human development.	1%	1			1	
C. Developmental Theories	25%	25				
1. Theories of development explaining personality and other human attributes.	(25%)	25				
1.1 Assess the development of personality in the light of psychosexual theory of Freud.	3%	3			3	
1.2 Illustrate and evaluate the development of personality in the light of psychosocial theory of Erikson.	4%	4		2		2
1.3. Illustrate the cognitive development of a person across the life span based on Piaget.	3%	3		3		

1.4. Differentiate and illustrate the moral development of a person across the life span based on Kohlberg.	2%	2					2	
1.5. Illustrate the impact of ecological model in the development of personality based on Bronfenbrenner.	2%	2				2		
1.6. Apply the socio-cultural theory in the development of personality of Vygotsky.	2%	2				2		
1.7 Illustrate the role of attachment in the development of personality and other human attributes based on Ainsworth and Mahler.	3%	3				3		
1.8 Illustrate the theory of identity formation during adolescence period based on Marcia.	2%	2				2		
1.9 Compare the different learning theories in explaining the development of personality and other human attributes based on behaviorism and social learning.	2%	2					2	
1.10 Analyze the evolutionary theory of development of Wilson.	2%	2					2	
D. Developmental Principles	5%	5						
1.1 Explain appropriate developmental principles in the study of life-span development.	5%	5			2		3	
E. Developmental Issues and Tasks on Developmental Stages	30%	30						
1. Developmental Tasks Across the Lifespan	(15%)	(15)						
1.1 Explain the critical issues pertaining to heredity and environmental influences during prenatal development.	3%	3			3			
1.2 Illustrate the critical issues related to physical, cognitive, socio-emotional development during prenatal development.	5%	5				5		
1.3 Assess the developmental issues concerning physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood stages of development.	5%	5					5	
1.4 Identify critical issues concerning death and bereavement.	2%	2	2					
2. Developmental Tasks Across the Lifespan	(15%)	(15)						
2.1 Explain the expected developmental tasks in physical, cognitive, and socio-emotional during	5%	5			5			

childhood, adolescence, and adulthood stages of development.							
2.2 Assess the expected developmental tasks in physical, cognitive, and socio-emotional during childhood and adolescence stage of development.	5%	5				5	
2.3 Illustrate developmental tasks in physical, cognitive, and socio-emotional expected during adulthood stage of development.	5%	5			5		
F. Developmental Challenges and Milestones on Developmental Stages	30%	30					
1. Developmental Challenges Across the Lifespan	(15%)	(15)					
1.1 Explain the challenges faced during prenatal and childhood stages of development.	3%	3		3			
1.2 Illustrate the challenges faced during the adolescence and adulthood stages of development.	5%	5			5		
1.3 Differentiate the challenges concerning prenatal, childhood, adolescence, and adulthood.	5%	5				5	
1.4 Identify the challenges of coping with death of another person.	2%	2	2				
2. Developmental Milestones Across the Lifespan	(15%)	(15)					
2.1 Point out the expected developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood.	6%	6	6				
2.2 Illustrate developmental milestones on physical, cognitive, and socio-emotional development during childhood, adolescence, and adulthood stages of development.	6%	6			6		
2.3 Illustrate issues involved in decisions about death.	3%	3			3		
TOTAL	100%	100	15	15	40	20	10

Professional Regulatory Board of Psychology
Table of Specifications

ANNEX "B"

Board: for Psychometristian
as of: February 2023
Subject: Psychological Assessment/Psychometristian
Weight: 40%

PQF Level 6						
Difficulty Level			Easy (30%) Moderate (40%) Difficult (30%)			
Bloom's Taxonomy			Remembering	Understanding	Applying	Analyzing
Topics and Competencies	Weight	No. of Item		Evaluating	Creating	
Examinees can perform the following competencies under each topic:						
A. Psychometric Properties and Principles	30%	39				
1. Ascertain psychometric properties essential in			2			
a. constructing			1			
b. selecting			2			
c. interpreting tests						
2. Describe the value of different psychometric properties and principles				5		
3. Justify the reason for accepting or rejecting instruments and tools based on psychometric properties					9	
4. Manifest capacity to interpret and utilize test results based on the psychometric properties of the assessment instrument					9	
5. Examine the ways psychometric principles are applied in the						3
a. interpretation of results						3
b. usage of assessment outcomes.						
6. Evaluate the application of psychometric principles in the development of assessment instruments						5
TOTAL			5	5	18	6
B. Research Methods and Statistics	15%	20				
1. Recognize statistics applied in research studies on tests and test development			3			
2. Explain				1		
a. methods				2		
b. statistics						
used in research studies and test construction.						

3. Apply the appropriate research methods and statistics in test					4		
a. development					4		
b. standardization							
4. Analyze the research and statistical methods applied in						1	
a. test development						1	
b. test standardization						1	
c. and studies on tests and their findings							
5. Appraise the appropriateness of the statistics and methods of research applied for a given goal						3	
TOTAL			3	3	8	3	3
C. Uses, Benefits, Limitations of Assessment Tools and Instruments	10%	13					
1. State purposes of given assessment					1		
a. Methods					1		
b. Tools							
2. Describe benefits derived from different assessment						1	
a. Methods						2	
b. tools							
3. Determine appropriate selection tools for given populations and settings.						4	
4. Analyze the strengths and limitations of assessment tools							2
5. Assess the appropriateness of selected assessment tools and instruments							2
TOTAL			2	3	4	2	2
D. Selection of Assessment Methods and Tools	15%	19					
1. Identify appropriate assessment					1		
a. methods					1		
b. tools							
for specific purposes							
2. Clarify rationale for selecting						1	
a. assessment methods						2	
b. tools for specific populations and purposes.							
3. Specify areas of assessment and/or tools needed for						3	
a. specific populations						2	
b. settings						2	
c. circumstances							
4. Determine the best assessment methods and/or tools for						2	
a. Individuals						1	
b. Groups							

5. Evaluate whether selected methods and instruments yield the needed information						3		
6. Recommend methods and instruments required for specific needs and goals							1	
TOTAL			2	3	7	3	3	1
E. Test Administration, Scoring, Interpretation and Usage	15%	20						
1. Detect errors in test			1					
a. selection			1					
b. administration			1					
c. scoring			1					
2. Show recognition of impact of errors in test				1				
a. administration				1				
b. scoring				1				
c. interpretation				1				
3. Respond appropriately to challenges in test					2			
a. usage					2			
b. administration					2			
c. scoring					2			
d. interpretation					2			
4. Explore anomaly in test					1			
a. administration					1			
b. interpretation					1			
e. usage					1			
c. Appraise usefulness of tests under varying conditions of test administration, scoring, and interpretation						3		
TOTAL			3	3	8	3	3	0
F. Ethical Principles and Standards of Practice	15%	19						
1. Identify ethical principles that pertain to test			2					
a. Interpretation			2					
b. Usage			2					
2. Exound on what makes a situation or activity a violation of ethics and standard of good practice				3				
3. Appropriately handle different situations that may challenge the application of ethical principles and standards					7			
4. Explore the different possibilities for avoiding ethical violations						2		
5. Evaluate ethical appropriateness of the way psychometric matters had been handled							3	
TOTALS			4	3	7	2	3	0
TOTALS	100%	130	19 (15%)	20 (15%)	52 (40%)	19 (15%)	19 (14%)	1 (1%)
				30	40			30

Professional Regulatory Board of Psychology
Table of Specifications

ANNEX "B"

Board for Psychometrician
as of February 2023
Subject: **Abnormal Psychology**
Weight: 20%

PQF Level 6						
Difficulty Level			Easy (30%) Moderate (40%) Difficult (30%)			
Bloom's Taxonomy		Remembering	Understanding	Applying	Analyzing	Evaluating
Topics and Competencies	Weight	No. of Item				
The examinees can perform the following competencies under each topic:						
A. Manifestations of Behavior	5%	5				
1. Normalcy and Abnormalcy						
1.1 Recognize normal and abnormal manifestations of behavior.	3%	3	3			
1.2 Assess abnormal manifestations of behaviors based on the social contexts.	2%	2			2	
B. Psychological Disorders and Specific Symptoms based on DSM-5	50%	50				
1. Psychological disorders and specific symptoms based on DSM-5.		50	(5)	(10)	(20)	(10)
1.1 Differentiate Anxiety Disorders from other psychological disorders		5			5	
1.2 Differentiate Trauma-and-Stressor Related Disorders from other psychological disorders		4			4	
1.3 Differentiate Obsessive-Compulsive Related Disorders from other psychological disorders		4			4	
1.4 Explain Somatic Symptom and Related Disorders from other disorders		4		4		
1.5 Evaluate Dissociative Disorder from other psychological disorders		3				3
1.6 Illustrate Depressive Disorders from other psychological disorders		5		5		
1.7 Explain Eating and Sleep Disorder from other disorders		3		3		
1.8 Evaluate the different Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria		2				2
1.9 Explain Substance-Related and Addictive Disorder from other psychological disorders		2			2	

1.10 Explain Impulse Control Disorders from other disorders		3		3			
1.11 Illustrate the different Personality Disorders and with the other psychopathologies of personalities		5			5		
1.12 Illustrate Schizophrenia and Other Psychotic Disorders from other psychological disorders		5			5		
1.13 Identify the different Neurodevelopmental Disorders based on DSM-5		3	3				
1.14 Identify the different Neurocognitive Disorders based on DSM-5		2	2				
C. Theoretical Approaches in Explaining the Etiology of Psychological Disorders	20%	20					
1. Theoretical models in explaining the etiology of the psychological disorders and its prevalence.	20%	20		(2)	(12)	(5)	(1)
1.1 Illustrate the genetic contributions in the development of mental disorders.		4			4		
1.2 Illustrate the role of biological and neurological bases in the development of psychological disorders.		4			4		
1.3. Illustrate the role of learning in the development of psychological disorders.		4			4		
1.4. Explain the cognitive theories in the development of psychological disorders		2		2			
1.5. Attribute the diathesis-stress model in the development of psychological disorders		3				3	
1.6. Analyze the role of gene-environment interaction in the development of psychological disorders		2				2	
1.7. Assess the role of culture, social interactions, and interpersonal factors in the development of psychological disorders.		1					1
D. Therapeutic Interventions of Psychological Disorders	10%	10					
1. Appropriate psychological interventions for psychological disorders.	10%	10		(3)	(5)		(2)
1.1. Explain the different psychological interventions used for the treatment of psychological disorders.				3			
1.2 Illustrate the application of psychological interventions for the treatment of psychological disorders.					5		

1.3 Evaluate the efficacy of the psychological interventions for the treatment of psychological disorders.							2	
E. Socio-cultural Factors and Ethical Principles in Diagnosing Cases of Abnormal Behavior	5%	5						
1.Socio-cultural Factors								
1.1 Identify socio-cultural factors that may impact diagnosing of mental disorders.	2%	2	2					
2. Ethics in Diagnosing Mental Disorders								
2.1 Apply appropriate ethical principles and standards of practice in diagnosing abnormal behavior.	3%	3			3			
F. Global Health Crisis and Mental Health Law	10%	10						
1.1 Recognize the different issues and concerns in various settings (educational, occupational, community) on the impact of (COVID-19) on the mental health condition of people and the challenges of the implementation of RA11036.	5%	5	5					
1.2 Evaluate the impact of global health crisis (COVID-19) and other mental health conditions on the implementation of RA11036.	5%	5					5	
TOTAL	100%	100	15	15	40	15	15	

Professional Regulatory Board of Psychology
Table of Specifications

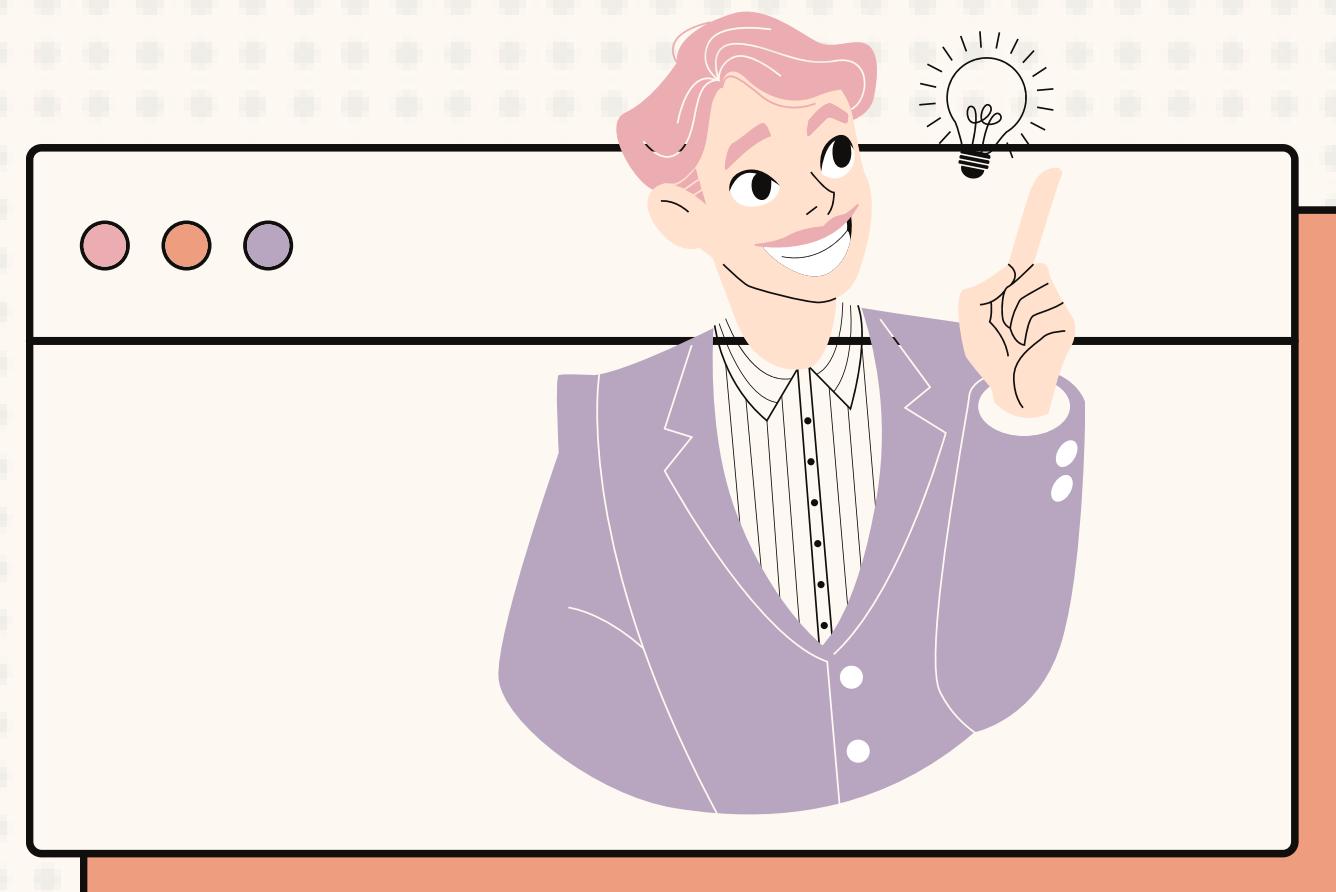
ANNEX "B"

Board for Psychometrists
As of February 2023
Subject: Industrial-Organizational Psychology
Weight: 20%

PQF Level 6			Easy (30%) Mod (40%) Difficult (30%)					
Difficulty Level			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Topics and Competencies			Weight	Nos. of Item				
The examinees can perform the following competencies under each topic:								
A. Organization Theory	20%	20						
1.1 Describe the different organizational theories, models and concepts				5				
1.2 Apply the different theories of organizations to the overall understanding of human behavior in an organizational setting				5				
1.2 Determine the focus and analyze the differences between these Organization Theories: Classical Organization Theory, Neo-Classical Organizational Theory, Modern Organizational Theory, Contingency Theory, Motivation Theory and Open Systems Theory					3	3		
1.3 Examine the importance of organization theory, particularly on how organizations use that knowledge to help them improve organizational structure and design, leadership, managerial styles, group behavior, motivation, communication, operational efficiency and organizational culture.					4			
B. Organizational Structures & Systems	20%	20						
2.1 Evaluate the value and importance of knowing & understanding the various organizational models and systems						2		
2.2 Recognize the pros and cons of the different types of organizational structures: functional, multi-divisional, flat, matrix, team, network, and hierarchical structures.			6					
2.3 Define the elements that create an organizational structure and their distinct relationships: job design,				2				

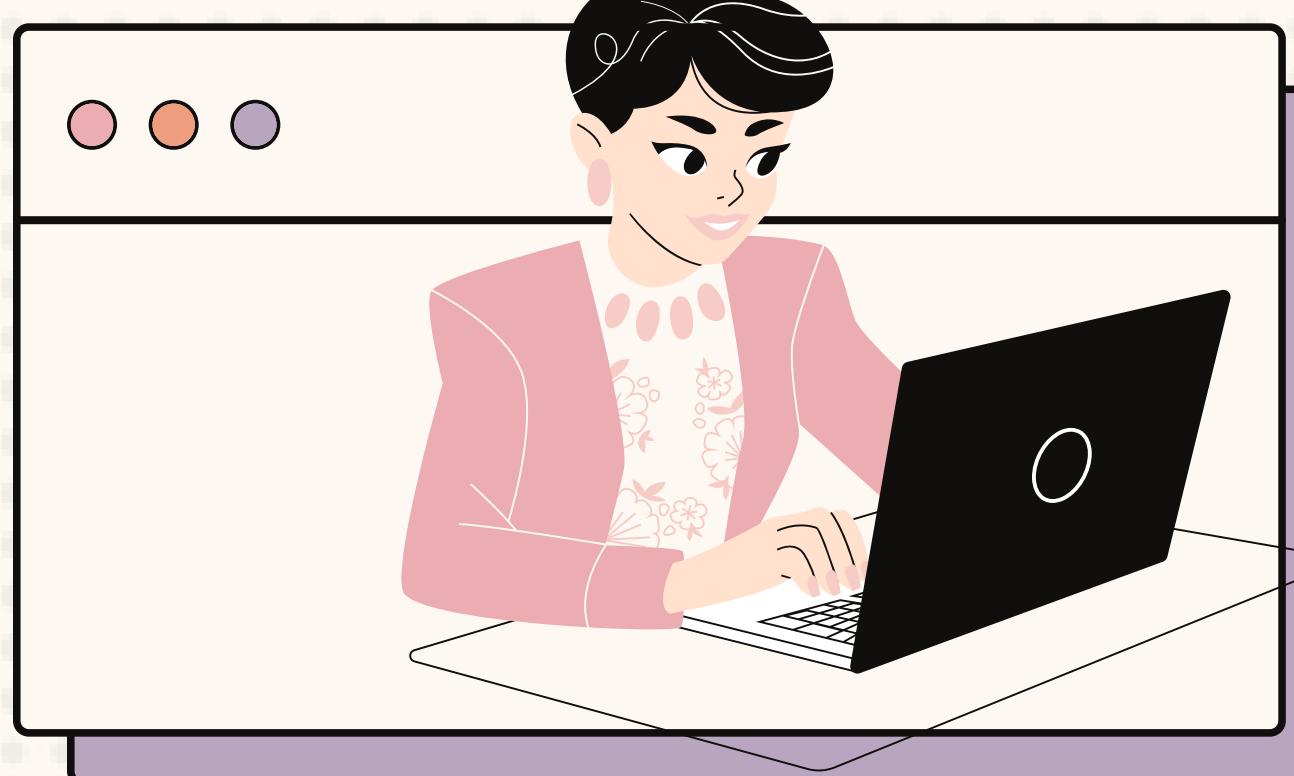
departmentation, delegation, span of control and chain of command.							
2.4 Apply your understanding of organizational design to appreciate organizational roles and performance accountability					4		
2.5 Explain the importance of aligning the organizational structure with the business Strategy			2				
2.6 Apply your understanding of the 4 business elements that must be aligned to ensure profitable performance and business success.				4			
B. Human Resource Dev't & Human Resource Mgmt.	25%	25					
3.1 Differentiate: (a) Human Resource Development (HRD) and Human Resource Mgmt. (HRM) (b) Human Resource Dev'l (HRD) & Organizational Development (OD) (c) HRD & Employee Training				5			
3.2 Identify the activities involved in Human Resource Development			3				
3.3 Examine the scope, coverage, and processes across the different areas of Human Resource Development (training, learning, career development, talent management, performance appraisal, employee engagement and empowerment)				2	3		
3.4 Analyze the organizational activities involved in Human Resources Management (manpower planning, staffing, developing, monitoring, maintaining, managing relationship and evaluating)						8	
3.5 Compare the role of the Human Resource Manager and the Human Resource Development Manager in an Organization					4		
D. Team Dynamics	15%	15					
4.1 Explain the importance and impact of team dynamics in an organization						3	
4.2 Identify the stages of team development					3		
4.2 Examine group processes that affect team effectiveness						2	
4.4 Identify the common problems that occur in teams					3		

4.5 Apply your knowledge of team dynamics to address team problems and improve team performance					4			
E. Organizational Change & Development	20%	20						
5.1 Distinguish the difference between: (a) Organizational Change & Organizational Dev'l. (b)Organizational Dev't & Organizational Transformation					3			
5.2 Analyze the different factors driving organizational change						4		
5.3 Identify the different types of large scale organizational changes				6				
5.4 Evaluate the different types of Organizational Interventions used to enhance organizational effectiveness, employee well-being and productivity							3	
5.5 Examine the different strategies and techniques organizations use to manage change, and/or cope with change to achieve organizational efficiency					4			
Total (for 100 items)	100%	100	9	30%	40%	22	8	0



Introduction

- Psychology Law (RA 10029)



Republic of the Philippines
CONGRESS OF THE PHILIPPINES
Metro Manila

Fourteenth Congress
Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July, two thousand nine.

REPUBLIC ACT No. 10029

AN ACT TO REGULATE THE PRACTICE OF PSYCHOLOGY CREATING FOR THIS PURPOSE A PROFESSIONAL REGULATORY BOARD OF PSYCHOLOGY, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

ARTICLE I
TITLE

Section 1. Title. - This Act shall be known as the "*Philippine Psychology Act of 2009*".

ARTICLE II
STATEMENT OF POLICY

Section 2. Statement of Policy. - The State recognizes that psychologists have an important role in nation-building and development. It also acknowledges the diverse specializations of psychologists and the diverse functions specific to the varied specializations. In particular, it recognizes the significance of the psychological services that practicing psychologists provide to diverse types of clients, but also recognizes the need to protect the public by preventing inexperienced or untrained individuals from offering psychological services. Hence, it shall nurture competent, upright and assiduous psychologists whose standards of practice and service shall be excellent and globally competitive through the administration of inviolable, effective and credible licensure examinations and the imposition and promotion of regulatory measures, programs and activities that enhance their professional growth and well-being.

ARTICLE III
DEFINITION OF TERMS

Section 3. Definition of Terms. - As used in this Act, the following terms shall have the following meanings:

(a) "*Psychology*" is the scientific study of human behavior. It involves the application of scientific methods to inquire into the biological, cognitive, affective, developmental, personality, social, cultural and individual difference dimensions of human behavior.

(b) "*Practice of Psychology*" consists of the delivery of psychological services that involve application of psychological principles and procedures for the purpose of describing, understanding, predicting and influencing the behavior of individuals or groups, in order to assist in the attainment of optimal human growth and functioning. The delivery of psychological services includes, but is not limited to: (1) psychological interventions: psychological counseling, psychotherapy, psychosocial support, coaching, psychological debriefing, group processes and all other psychological interventions that involve the application of psychological principles to improve psychological functioning of individuals, families, groups and organizations; (2) psychological assessment: gathering and integration of psychology-related data for the purpose of making a psychological evaluation, accomplished through a variety of tools, including individual tests, projective tests, clinical interview and other psychological assessment tools, for the purpose of assessing diverse psychological functions including cognitive abilities, aptitudes, personality characteristics, attitudes, values, interests, emotions and motivations, among others, in support of psychological counseling, psychotherapy and other psychological interventions; and (3) psychological programs: development, planning, implementation, monitoring and evaluation of psychological treatment for individuals and/or groups.

(c) "*Psychologist*" means a natural person who is duly registered and holds a valid certificate of registration and a valid professional identification card as professional psychologist, issued by the Professional Regulatory Board of Psychology and the Professional Regulation Commission pursuant to this Act for the purpose of delivering the different psychological services defined in this Act.

(d) "*Psychometrician*" means a natural person who holds a valid certificate of registration and a valid professional identification card as psychometrician issued by the Professional Regulatory Board of Psychology and the Professional Regulation Commission pursuant to this Act. As such, he/she shall be authorized to do any of the following: *Provided*, That such shall at all times be conducted under the supervision of a licensed professional psychologist: (1) administering and scoring of objective personality tests, structured personality tests, excluding projective tests and other higher level forms of psychological tests; (2) interpreting results of the same and preparing a written report on these results; and (3) conducting preparatory intake interviews of clients for psychological invention sessions.

ARTICLE IV
PROFESSIONAL REGULATORY BOARD OF PSYCHOLOGY

Section 4. Creation and Composition of the Professional Regulatory Board of Psychology. - There is hereby created a Professional Regulatory Board of Psychology, hereinafter called the Board, a collegial body under the administrative control and supervision of the Professional

Regulation Commission, hereinafter referred to as the Commission, which shall be composed of a Chairperson and two (2) members appointed by the President of the Philippines from a list of three (3) nominees for each position. The list of nominees shall be submitted to the Commission by the integrated and accredited national organization of psychologists. The Board shall be organized not later than sixty (60) days from the effectivity of this Act.

Section 5. Qualification of the Chairperson and the Members of the Professional Regulatory Board of Psychology. - The Chairperson and members of the Board shall, at the time of their appointment and for the course of their term, possess the following qualifications:

- (a) A natural born citizen and resident of the Philippines;
- (b) At least thirty-five (35) years of age;
- (c) Possess good moral character;
- (d) Hold a doctorate degree in psychology conferred by a university, college or school in the Philippines or board duly recognized and/or accredited by the Commission on Higher Education (CHED);
- (e) Have at least ten (10) years of practice in psychology and psychometrics in a duly recognized institution, clinic or center, as well as at least (5) years of teaching experience in the field of psychology;
- (f) Be a registered and licensed psychologists, except in the case of the first members of the Board who shall automatically be conferred a valid certificate of registration and a valid professional identification card in psychology and psychometrics upon appointment to the Board;
- (g) Is neither an officer, trustee nor member of the faculty of any university, college, institute or school where a regular course in psychology is offered or taught or review classes conducted and shall not have any pecuniary interest, direct or indirect, in any such institution;
- (h) Is not an officer, nor hold any position other than being a member of the integrated and accredited national organization of psychologists; and
- (i) Shall not have been convicted of any crime involving moral turpitude.

Section 6. Term of Office. - The members of the Board shall hold office for a term of three

(3) years or until their successors shall have been appointed and duly qualified. Each member of the Board may be reappointed for one (1) full term of three (3) years. The first members of the Board shall hold office for the following terms: the Chairperson for three (3) years; one (10) member for two (2) years; and the other member for one (1) year, which shall be specified in their respective appointments. Any vacancy occurring within the term of a member shall be filled

for the unexpired portion of the term only. Each member of the Board shall qualify by taking the proper oath prior to the performance of his/her duties.

Section 7. Powers and Duties. - The Board shall have the following powers and duties:

- (a) Administer and implement the provisions of this Act and promulgate as well as revise or update, as necessary, rules and regulations, resolutions and guidelines hereto:
Provided, That the policies, resolutions, rules and regulations issued or promulgated by the Board shall be subject to review and approval of the Commission;
- (b) Supervise and monitor the registration, licensure and practice of psychologists and Psychometricians in the Philippines;
- (c) Administer oaths in connection with the administration of this Act;
- (d) Issue, and upon compliance with due process requirements, suspend or revoke, and/or reinstate, the certificate of registration and professional identification card for psychologists and psychometricians;
- (e) Adopt an official seal of the Board;
- (f) Monitor the conditions and circumstances affecting the practice of psychology and psychometrics in the Philippines and adopt such measures as may be deemed lawful and proper for the enhancement and maintenance of high professional, ethical and technical standards of the profession;
- (g) Issue permits to and exercise visitorial powers over agencies, institutions, associations and partnerships to verify that the persons practicing psychology and psychometrics therein are psychologists and psychometricians with valid certificates of registration and valid professional identification cards, and that they possess the necessary accreditation, skills and/or facilities to competently carry out their functions;
- (h) Assist the Commission in the formulation and implementation of the guidelines on continuing professional education for psychologists and psychometricians;
- (i) Ensure, in coordination with the CHED, that all educational institutions offering the course/program of psychology strictly comply with the policies, standards and requirements prescribed by the CHED for such course/program, especially in the areas of administration, curriculum, faculty, library and facilities;
- (j) Prepare, adopt, issue and amend, in consultation with the CHED, syllabi for the licensure examination subjects;
- (k) Investigate and, when warranted, hear administrative cases involving violations of this Act, its implementing rules and regulations as hereinafter promulgated, and any applicable code of ethics and/or code of professional standards. For this purpose, it may

issue subpoena *testificandum* and subpoena *duces tecum* to secure the appearances of witnesses and the production of documents in connection therewith: *Provided*, That the Board's decision, resolution or orders rendered in administrative cases shall be subject to review only on appeal; and

(l) Perform such other functions and duties as may be lawfully delegated to it, or as it may deem necessary to carry out the objectives of this Act.

Section 8. Compensation and Allowances. - The Chairperson and members of the Board shall receive the same compensation and allowances as those received by the Chairperson and members of the existing regulatory boards under the Commission, as provided in the charter of the Commission and in the General Appropriations Act.

Section 9. Removal or Suspension of Members of the Professional Regulatory Board of Psychology. - Any member of the Board may, upon the recommendation of the Commission, upon observance of due process and completion of the proper investigation, be suspended or removed by the President from office for cause, such as gross neglect of duty, incompetence, malpractice, behavior unbecoming of a psychology professional, immorality, unethical or dishonorable conduct, final conviction of any crime involving moral turpitude, any act of graft and corruption, and participation in the manipulation of or any dishonesty relative to the licensure examinations and/or the registration process.

Section 10. Administrative Supervision over the Board, Custodian of its Records, Secretariat and Support Services. - The Board shall be under the administrative supervision and control of the Commission. All records of the Board, including documents relative to the licensure examinations as well as administrative and other investigative cases conducted by the Board, shall be kept in the custody of the Commission. The Commission shall designate the Secretary of the Board and shall provide the secretariat with necessary support services to effectively implement the provisions of this Act.

ARTICLE V LICENSURE EXAMINATIONS

Section 11. Examinations Required. - All applicants for registration to practice psychology and psychometrics shall be required to pass a licensure examination for psychologists and psychometrists to be conducted by the Board in such places and dates, and subject to such requirements prescribed by the Commission.

Section 12. Qualifications of Applicants for the Licensure Examination for Psychologists. - Any person may apply to take examination for registration and licensure as a psychologist after furnishing evidence satisfactory to the Board that the applicant:

(a) Is a Filipino citizen, a permanent resident or a citizen of a foreign state/country which extends reciprocity to the Philippines relative to the practice of the profession;

- (b) Holds at least a master's degree in psychology conferred by a university, college or school in the Philippines or abroad recognized/accredited by the CHED and has obtained sufficient credits for the subjects covered in the examinations;
- (c) Has undergone a minimum of two hundred (200) hours of supervised practicum/internship/clinical experience related to services enumerated in paragraph (b) of Section 3 of this Act and under the auspices of a licensed psychologist or other licensed mental health professional;
- (d) Is of good moral character; and
- (e) Has not been convicted of an offense involving moral turpitude.

Section 13. Qualifications of Applicants for the Licensure Examination for Psychometricians. - Any person may apply to take the examination for registration and licensure as a psychometrician by furnishing evidence satisfactory to the Board that the applicant:

- (a) Is a Filipino citizen, a permanent resident or a citizen of a foreign state/country which extends reciprocity to the Philippines relative to the practice of the profession;
- (b) Holds at least a bachelor's degree in psychology conferred by a university, college or school in the Philippines or abroad recognized/accredited by the CHED and has obtained sufficient credits for the subjects covered in the examinations;
- (c) Is of good moral character; and
- (d) Has not been convicted of an offense involving moral turpitude.

Section 14. Examination Subjects for Psychologists. - The licensure examination for psychologists shall cover the following subjects:

- (a) Advanced Theories of Personality;
- (b) Advanced Abnormal Psychology;
- (c) Advanced Psychological Assessment; and
- (d) Psychological Counseling and Psychotherapy.

Section 15. Examination Subjects for Psychometricians. - The licensure examinations for psychometricians shall cover the following subjects:

- (a) Theories of Personality;
- (b) Abnormal Psychology;

- (c) Industrial Psychology; and
- (d) Psychological Assessment.

The Board may recluster, rearrange, modify, add or exclude and prescribed subjects for psychologists and psychometricians as the need arises.

Section 16. Registration Without Examination for Psychologists. - A person who possesses the qualifications required to take the examination for registration as a psychologist pursuant to the provisions of this Act may be registered without examination: *Provided*, That the applicant files with the Board within three (3) years after its creation an application for registration and issuance of certificate of registration and professional identification card by submitting credentials satisfactory to the Board that the applicant had, on or prior to the effectivity of this Act, fulfilled the requirements under either subparagraphs (a), (b) or (c) herein:

- (a) Obtained a doctoral degree in psychology and had accumulated three (3) years of work experience in the practice of psychology;
- (b) Obtained a master's degree in psychology and accumulated a minimum of five (5) years of work experience in the practice of psychology;
- (c) Psychologists or employees who hold positions as psychologists presently employed in various government or private agencies, who have a bachelor's degree in psychology, accumulated a minimum of ten (10) years of work experience in the practice of psychology as a psychologist, and who have updated their professional education in various psychology-related functions.

Section 17. Registration Without Examination for Psychometricians. - A person who possesses the qualifications required to take the examination for registration as a psychometrician may be registered without examination: *Provided*, That the applicant files with the Board within three (3) years after its creation an application for registration and issuance of a certificate of registration and professional identification card by submitting credentials satisfactory to the Board that the applicant before the effectivity of this Act had obtained a bachelor's degree in psychology and had accumulated a minimum of two (2) years full time work experience in the practice of psychometrics.

Section 18. Ratings in the Examination. - To be qualified as having passed the licensure examination for psychologists and psychometricians, a candidate must have obtained a weighted general average of at least seventy-five percent (75%) for all subjects, with no grade lower than sixty percent (60%) in any given subject. An examinee who obtains a weighted general average of seventy-five percent (75%) or higher but obtains a rating below sixty percent (60%) in any given subject may retake such subjects within the next two (2) years, and upon obtaining a rating of at least seventy-five percent (75%) in each such subject, shall then be deemed to have passed the licensure examination.

Section 19. Report of Ratings. - The Board shall submit to the Commission an official report detailing the ratings obtained by each examinee within ten (10) calendar days after the examination, unless such period is extended for just cause.

ARTICLE VI REGISTRATION

Section 20. Oath of Psychologists and Psychometricians. - All successful examinees qualified for registration and all qualified applicants for registration without examination shall be required to take an oath to uphold the profession before any member of the Board or any officer of the Commission authorized to administer oaths, prior to entering into the practice of psychology or psychometrics in the Philippines.

Section 21. Issuance of Certificate of Registration and Professional Identification Card. - A certificate of registration and professional identification card shall be issued to all successful examinees and registrants without examination upon compliance with all the legal requirements, including payment of fees, prescribed by the Commission. The certificate of registration shall bear the signature of the Chairperson of the Commission and members of the Board, indicating that the person named therein is entitled to practice the profession with all the privileges and concomitant responsibilities appurtenant thereto. The said certificate shall remain in full force and effect until suspended in accordance with this Act. A professional identification card bearing the registration number, date of issuance and validity term of three (3) years, duly signed by the Chairperson of the Commission, shall likewise be issued to every registrant who has paid the prescribed registration fee. Upon expiration of the professional identification card, the psychologist and psychometrician may renew the same upon proof of compliance with continuing education requirements prescribed by the Board and/or the Commission.

Section 22. Disclosure of Registration Information. - The psychologist or psychometrician shall be required to indicate his/her registration and professional identification card number and date of issuance, the duration of validity, including the professional tax receipt number on each document signed, used or issued in connection with the practice of his/her profession.

Section 23. Non-issuance of Certificate of Registration and Professional Identification Card. - The Board shall not register nor issue a certificate of registration or professional identification card to any person convicted of a criminal offense involving moral turpitude, has been found guilty by a judicial or other duly constituted tribunal of immoral or dishonorable conduct, or has been medically diagnosed to be of unsound mind. In the event of non-issuance of the certificate for any reason, the Board shall furnish the applicant a written statement setting forth the reasons for such denial, which statement shall be incorporated to the records of the Board.

Section 24. Foreign Reciprocity. - No foreigner shall be admitted to the psychology or psychometrics licensure examinations unless he/she proves that the country of which he/she is a citizen either:

- (a) Admits Filipino citizens to the practice of psychology or psychometrics without need for registration and issuance of a certificate of registration/professional identification card;
- (b) Allows Filipino citizens to practice psychology or psychometrics without restriction; or
- (c) Allows Filipino citizens to practice the same after an examination on terms of strict and absolute equality with nationals of said country.

Section 25. Practice through Special/Temporary Permit. - Special/temporary permits may be issued by the Board, subject to the approval by the Commission and payment of appropriate fees, to the following persons:

- (a) Licensed psychologists or psychometricians from foreign countries/states who are internationally acknowledged specialists or outstanding experts in psychology or psychometrics: *Provided*, That their services are important and necessary either due to the lack or inadequacy of available local specialists or experts or in recognition of their potential contribution to the promotion and advancement of the practice of psychology or psychometrics through transfer of technology;
- (b) Licensed psychologists or psychometricians from foreign countries/states whose services shall be free and offered exclusively to indigent patients in a particular hospital, center or clinic; and
- (c) Licensed psychologists or psychometricians from foreign countries/states employed as exchange professors to teach psychology or psychometrics in schools, colleges, universities offering psychology or psychometrics courses or programs.

The permit shall detail the conditions thereof which shall, among other things, include the effectiveness period of not more than one (1) year subject to renewal and the specific place of practice such as the clinic, hospital, center, school, college, university offering the course of psychology or psychometrics. The Board, subject to the approval by the Commission, shall prescribe rules and regulations on the implementation of this particular section.

Section 26. Suspension or Revocation of Certificate of Registration and Professional Identification Card or Cancellation of a Special/Temporary Permit. - The Board shall have the power, after notice and hearing, to suspend or revoke the certificate of registration and professional identification card or to cancel special/temporary permits granted pursuant to this Act on any ground set forth in Section 33 of this Act or any of the instances hereunder:

- (a) Procurement of a certificate of registration and/or professional identification card or special/temporary permit by fraud or deceit;

- (b) Allowing an unqualified person to advertise or to practice the profession by using one's certificate of registration or professional identification card or special/temporary permit;
- (c) Violating or conspiring to violate any of the provisions of this Act, its implementing rules and regulations, the code of ethics or code of professional standards promulgated hereinafter by the Board;
- (d) Manifest physical or mental incompetence to render psychological services with reasonable skill and safety to his/her clients/patients;
- (e) Professional misconduct or negligence in the performance of duties as a psychometrician; and
- (f) Engaging in the practice of the profession during the period of one's suspension.

Section 27. Reinstatement. - A psychologist or psychometrician whose certificate of registration has been revoked may apply to the Board for reinstatement at any time after two (2) years from the date of revocation of said certificate. The application shall be in writing and shall conform to requirements hereinafter prescribed by the Board. No certificate of registration or professional identification card or special/temporary permit shall be reinstated unless the Board is satisfied that a good cause exists to warrant such reinstatement. Issuance of a new certificate of registration or professional identification card or special/temporary permit in lieu of one that has been lost, destroyed or mutilated shall be subject to applicable rules prescribed by the Commission.

Section 28. Appeal from Judgement. - The decision of the Board shall *ipso facto* become final fifteen (15) days from receipt of the decision by the respondent unless an appeal has been filed with the Commission within the same period. The Commission's decision on appeal may be further appealed before the Court Appeals within fifteen (15) days from receipt thereof.

Section 29. Rights of the Respondent. - The respondent psychologist or psychometrician shall have the right to be represented by counsel at all stages of the proceedings as well as to speedy disposition of his/her case. He/She shall have the right to confront witnesses against him/her in addition to such other rights guaranteed by the Constitution.

ARTICLE VII PRIVILEGED COMMUNICATION AND PROFESSIONAL INTEGRATION

Section 30. Rights to Privilege Communication for Psychologists and Psychometricians. - A psychologists or psychometrician cannot, without the consent of the client/patient, be examined on any communication or information disclosed and/or acquired in the course of giving psychological services to such client. The protection accorded herein shall extend to all pertinent records and shall be available to the secretary, clerk or other staff of the licensed psychologist or psychometrician. Any evidence obtained in violation of this provision shall be inadmissible for any purpose in any proceeding.

Section 31. Integration of the Profession. - The profession shall hereinafter be integrated by consolidating all practitioners into one (1) national organization of registered and licensed psychologists and psychometricians, which shall be recognized and accredited by the Board, subject to approval of the Commission. A psychologist or psychometrician duly registered and licensed by the Board and the Commission shall automatically become a member of said organization and shall receive the benefits and privileges, as well as be subject to all responsibilities and obligations, appurtenant thereto upon payment of the required fees and dues. Membership in the integrated organization shall not be a bar to membership in any other association of psychologists and/or psychometricians.*Iavvphi1*

Section 32. Code of Ethics and Code of Practice for Psychologists and Psychometricians. - The Board shall adopt and promulgated the Code of Ethics and Code of Practice for Psychometricians prescribed and issued by the accredited professional organization of psychologists.

ARTICLE VIII PROHIBITED ACTS, PENALTIES AND ENFORCEMENT OF THIS ACT

Section 33. Prohibited Acts. - (a) No person shall:

- (1) Engage in the professional practice of psychology or psychometrics nor represent himself/herself as a professional practicing psychologist or psychometrician without a valid certificate of registration or valid professional identification card, or a valid special/temporary permit granted by the Board pursuant to this Act;
 - (2) Represent himself/herself to be a licensed and authorized practicing psychologist or psychometrician during the time that his/her certificate of registration has been suspended or revoked or professional identification card without being renewed, or special/temporary permit cancelled;
 - (3) Allow any other person to use his/her certificate of registration and professional identification card or special/temporary permit for any purpose, regardless of whether such enables the unqualified individual to engage in the practice of psychology or psychometrics;
 - (4) Use, exhibit and/or misrepresent as his/her own the certificate of registration and/or professional identification card or special/temporary permit of another; and
 - (5) Give any false, inaccurate, misleading or incomplete information to the Board on order to obtain a certificate of registration or professional identification card or special/temporary permit.
- (b) No corporation, partnership, association or entity shall operate a psychology or psychometrics office, center, clinic or otherwise engage in the practice or allow the practice of psychology or psychometrics within its premises without securing a permit

therefor from the Board. Such permit shall be issued only after the Board is satisfied that such establishment is competently staffed by a psychologist and equipped with sufficient and adequate psychology-related instruments and facilities.

(c) A violation of any provision of this Act or of its implementing rules and regulations shall be penalized accordingly.

Section 34. Penalties. - Any person who violates any provision of this Act implementing rules and regulations shall be punished with imprisonment of not less than six (6) months but not more than three (3) years, or a fine of not less than Ten thousand pesos (P10,000.00) but not more than One hundred thousand pesos (P100,000.00), or both, at the discretion of the court.

Section 35. Injunction. - The Board may initiate action to enjoin, restrain, and/or prosecute any individual, corporation, association, partnership or entity engaging in the practice of psychology and psychometrics in violation of this Act.

Section 36. Enforcement. - It shall be the duty of all duly constituted law enforcement agencies and officers of national, provincial, city or municipal governments to uphold and enforce the provisions of this Act and to investigate and prosecute or cause the investigation and prosecution of any person violating the same.

ARTICLE IX MISCELLANEOUS PROVISIONS

Section 37. Funding Provision. - The Chairperson of the Commission shall immediately hereinafter include in the Commission's programs the prompt implementation of this Act, funding of which shall be provided for in the annual General Appropriations Act.

Section 38. Implementing Rules and Regulations. - Within ninety (90) days after the constitution of the Board, it shall promulgated the necessary implementing rules and regulations, subject to approval of the Commission, to implement the provisions of this Act.

Section 39. Separability Clause. - If any provision of this Act shall at any time be found to be unconstitutional or invalid, the remainder thereof not affected by such declaration shall remain in full force and effect.

Section 40. Repealing Clause. - All laws, decrees, rules or regulations inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 41. Effectivity. - This Act shall take effect after fifteen (15) days following its complete publication in two (2) newspapers of general circulation.

Approved,

(Sgd.) **PROSPERO C. NOGRALES**
Speaker of the House of Representatives

(Sgd.) **JUAN PONCE ENRILE**
President of the Senate

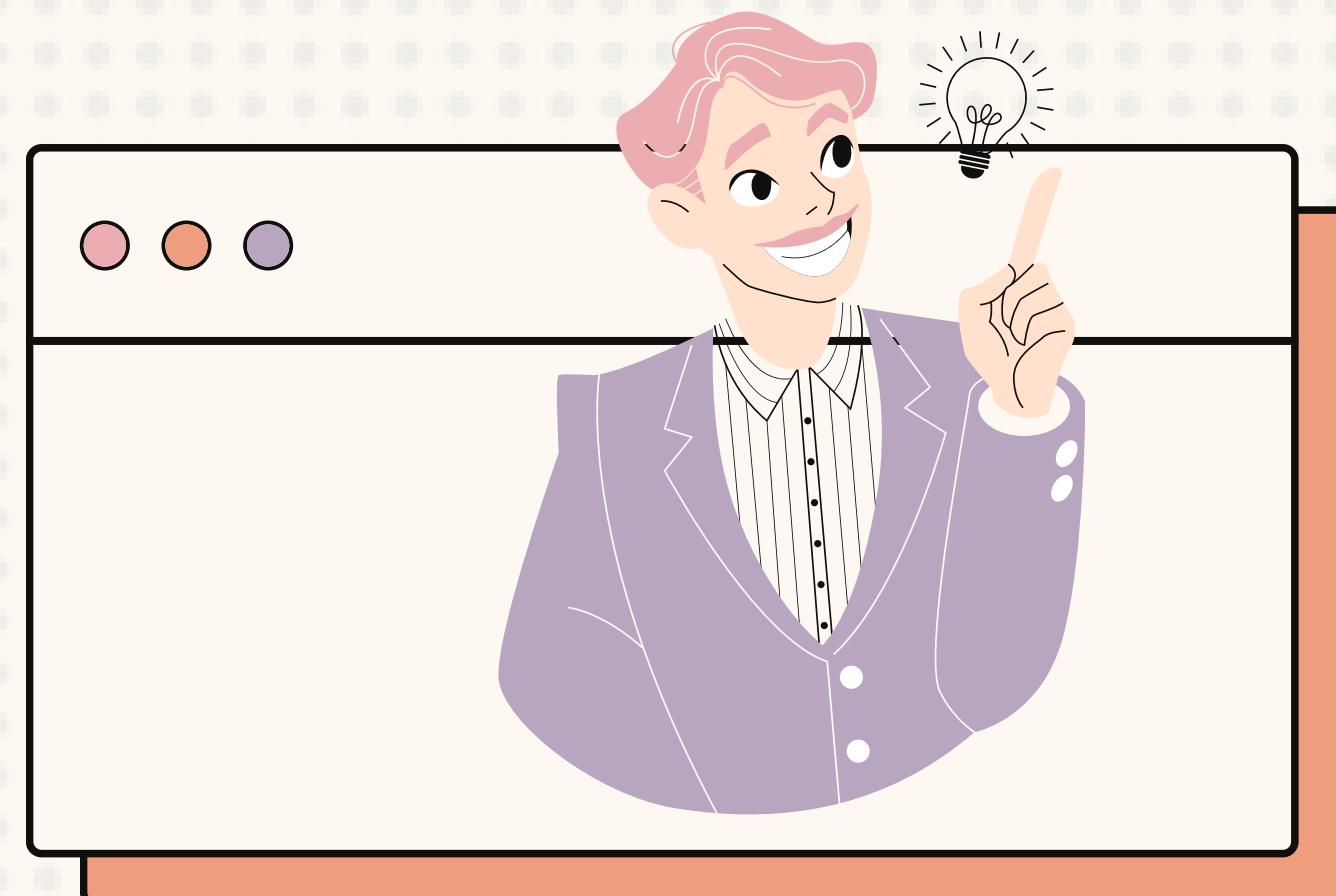
This Act which is a consolidation of Senate Bill No. 3498 and House Bill No. 6512 was finally passed by the Senate and the House of Representatives on December 14, 2009 and December 16, 2009, respectively.

(Sgd.) **MARILYN B. BARUA-YAP**
Secretary General
House of Representatives

(Sgd.) **EMMA LIRIO-REYES**
Secretary of Senate

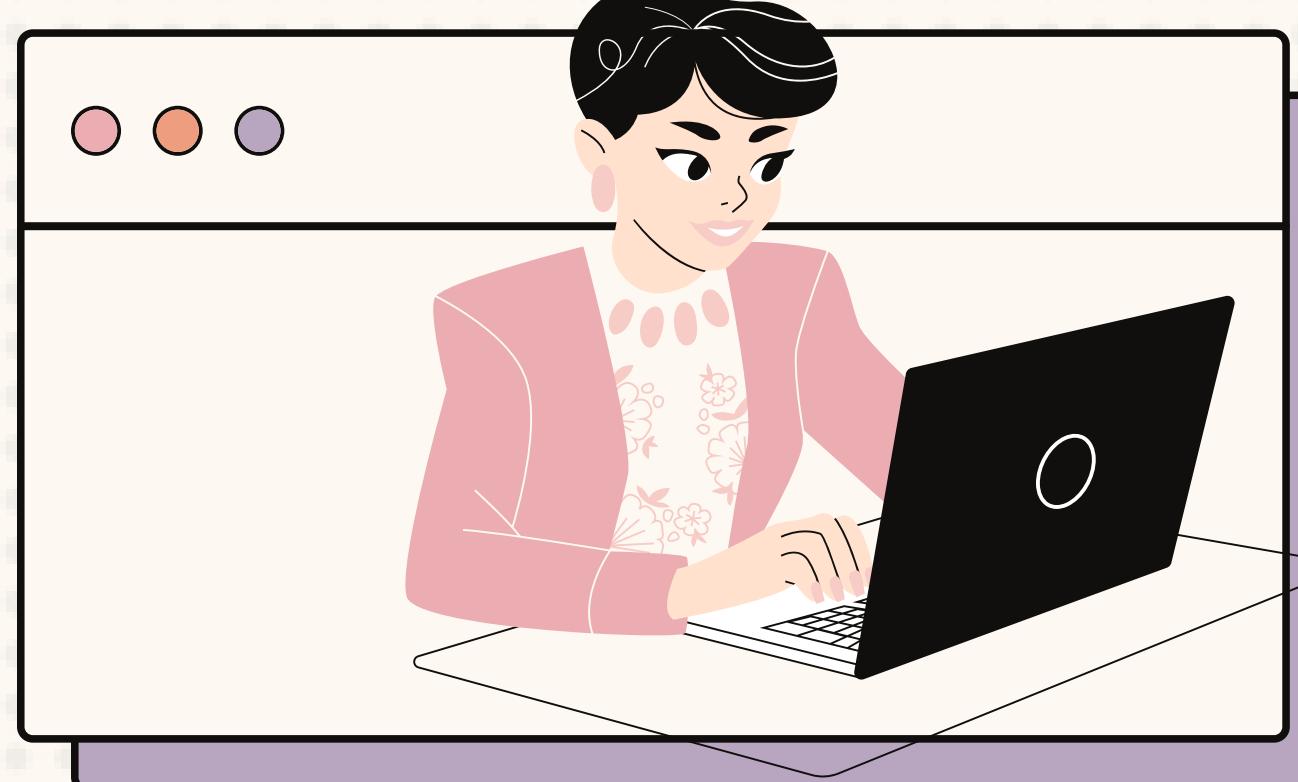
Approved: March 16, 2010

(Sgd.) **GLORIA MACAPAGAL-ARROYO**
President of the Philippines

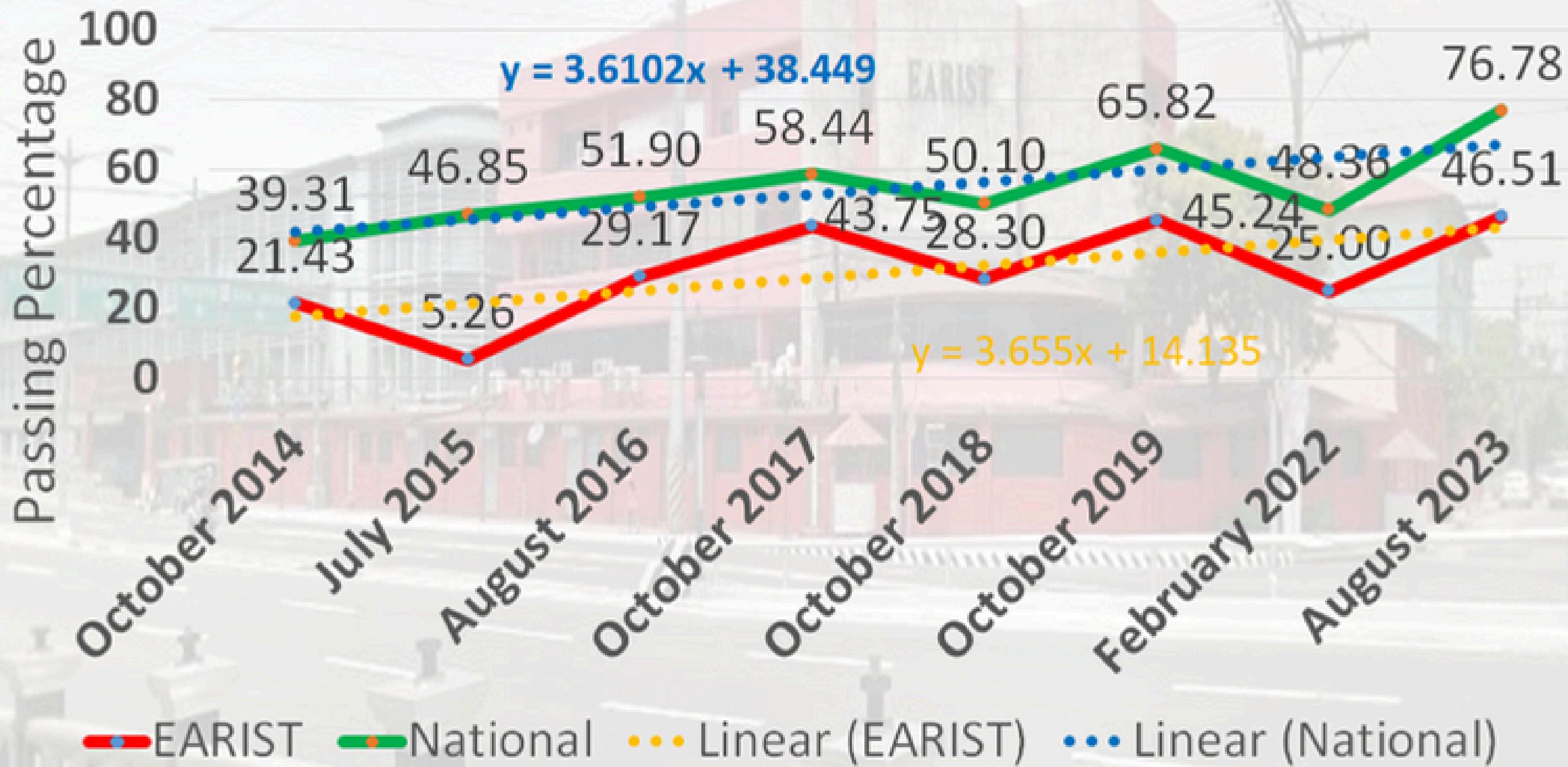


Introduction

- Trends of BS Psychology Performance in the Board Licensure Examination for Psychometrician



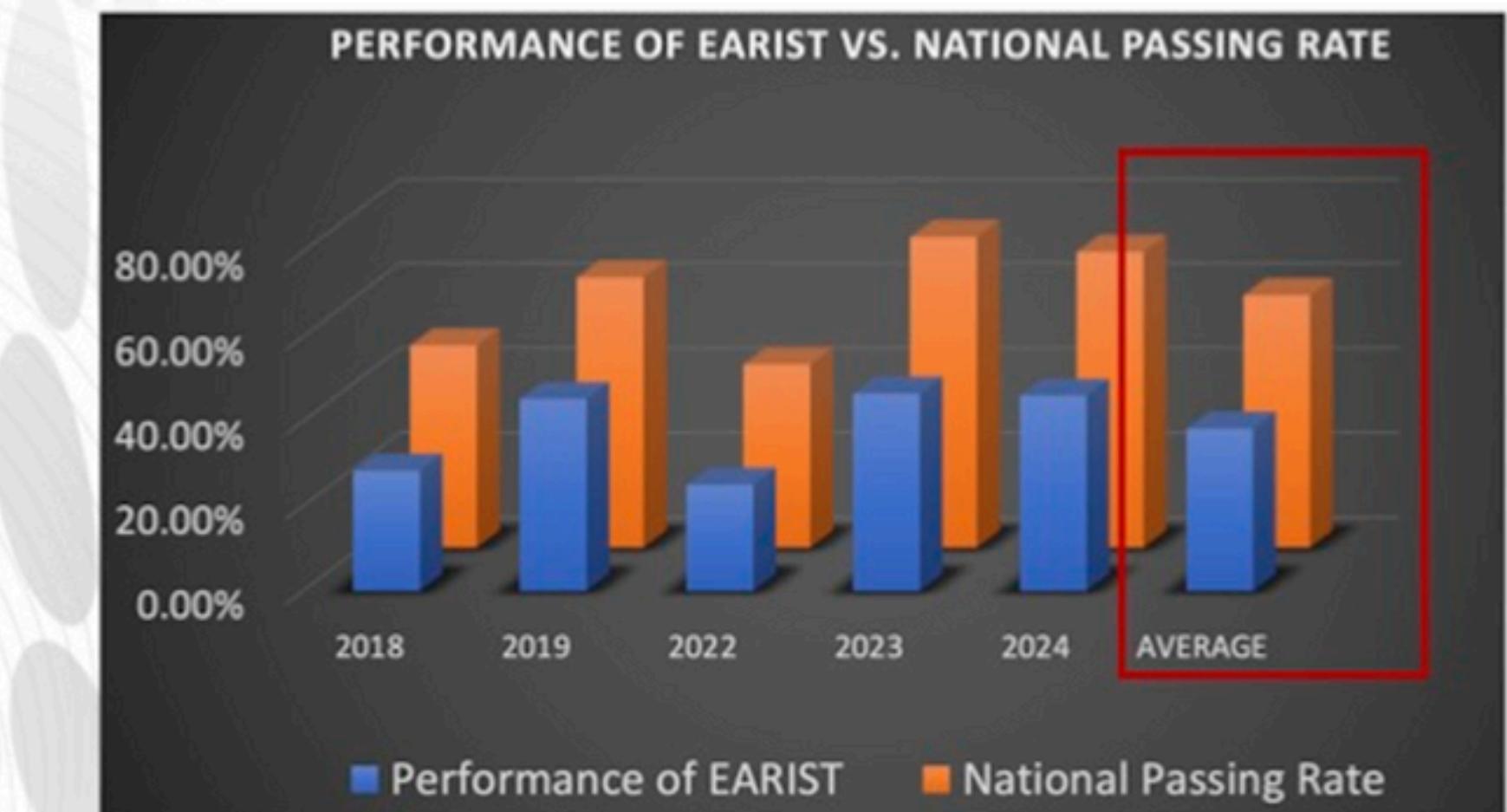
Performance in the Psychometrician Licensure Examination





**PERFORMANCE OF EARIST IN THE BOARD LICENSURE EXAMINATION FOR
PSYCHOMETRICIAN
[FIRST TIME TAKERS]**

	2018	2019	2022	2023	2024	Average
Performance of EARIST	28.30%	45.24%	25.00%	46.51%	46.00%	38.21%
National Passing	47.73%	63.73%	43.24%	73.27%	69.78%	59.55%

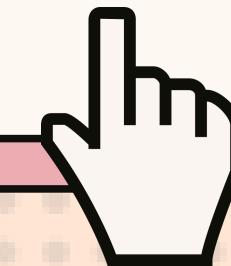


Prepared by:

Dr. JINAMARLYN B. DOCTOR, RPm
Department Head, Psychology Program

Thank You

**Do you have any
questions?**



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