

## COURSE OUTLINE

### 1. GENERAL

|                                    |  |                 |                 |
|------------------------------------|--|-----------------|-----------------|
| <b>SCHOOL</b>                      | SOCIAL SCIENCES  |                 |                 |
| <b>DEPARTMENT</b>                  | PSYCHOLOGY   |                 |                 |
| <b>LEVEL</b>                       | <i>Undergraduate</i>   |                 |                 |
| <b>COURSE CODE</b>                 | <b>PSY-3201</b>  | <b>SEMESTER</b> | 5 <sup>th</sup> |
| <b>COURSE TITLE</b>                | Psychometrics II   |                 |                 |
| <b>TEACHING ACTIVITIES</b>         | <b>WEEKLY HOURS</b>  | <b>ECTS</b>     |                 |
|                                    | Lectures   | <b>3</b>        | <b>4</b>        |
|                                    |  |                 |                 |
|                                    |  |                 |                 |
| <b>COURSE TYPE</b>                 | Scientific Area (Elective)                                   |                 |                 |
| <b>PREREQUISITES COURSES:</b>      |  |                 |                 |
| <b>INSTRUCTION/EXAM LANGUAGE:</b>  | Greek  |                 |                 |
| <b>OFFERED TO ERASMUS STUDENTS</b> | YES (independent study of English literature and term paper) |                 |                 |
| <b>COURSE WEB PAGE (URL)</b>       |  |                 |                 |

### 2. LEARNING OUTCOMES

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| <b>Learning Outcomes</b>  |
| <p><i>The aim of this course is to introduce students to the principles and practice of psychological assessment. The course will focus on a small number of widely used norm-referenced tests of intellectual ability, work aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment in organizations. Students will become familiar with the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations. Opportunities for practice administration of assessment tools will be provided.</i></p> <p>At the end of the course, the students should be able to:</p> <ul style="list-style-type: none"> <li>• Know the basic principles of measuring human behaviour</li> <li>• Know the possible factors that might affect a psychological assessment procedure, and suggest ways to overcome them</li> <li>• Know the different areas that a psychological test can be used, and be aware of the advantages and disadvantages that could be derived from their use</li> <li>• Know the structure and the content of the basic psychological tests used in different psychological settings</li> </ul> |

- Be able to design and carry out a psychological assessment procedure in both, cognitive and emotional spheres of human behaviour
- Know the Ethical and Professional Standards for tests and test use

#### General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### 3. COURSE CONTENT

- Lecture 1: Introduction to Psychological Assessment
- Lecture 2: Basic psychometric principals
- Lecture 3: Using and reporting results from psychological tests
- Lecture 4: Assessment of Cognitive Ability (Part I)
- Lecture 5: Assessment of Cognitive Ability (Part II)
- Lecture 6: Assessment of Personality (Part I)
- Lecture 7: Assessment of Personality (Part II)
- Lecture 8: Assessment in Educational Settings
- Lecture 9: Assessment in Health Psychology
- Lecture 10: Assessment in Occupational Settings
- Lecture 11: The Psychological Report
- Lecture 12: Practicum – Administration, scoring, and interpretation of a psychological scale (Part I)
- Lecture 13: Practicum – Administration, scoring, and interpretation of a psychological scale (Part II)

### 4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

|  |  |                           |                     |
|--|--|---------------------------|---------------------|
| <b>INSTRUCTION METHOD</b>                              | In class   |                           |                     |
| <b>INFORMATION AND COMMUNICATION TECHNOLOGIES USED</b> | Use of ICT in teaching<br>Support for learning through the E-learn online platform |                           |                     |
| <b>TEACHING ORGANIZATION</b>                           | <i>Activity</i>  | <i>Semester Work load</i> | <i>ECTS credits</i> |
|  | Lectures   | 39                        | 1,56                |
|  | Independent Study  | 39                        | 1,56                |
|  | Project  | 20                        | 0,80                |
|  | Final Exams  | 3                         | 0,12                |

|                           | <i>Course Total</i>  | <i>101</i> | <i>4,04</i> |
|---------------------------|--|------------|-------------|
| <b>STUDENT EVALUATION</b> | <p>Evaluation is in Greek and in English for Erasmus students.</p> <p>I. Project (30%) - Optional</p> <p>II. Final Exams (70%)</p> <p>Note 1: Students who wish not to conduct the project, will be evaluated via final exams only (100%).</p> <p>Note 2. Only students who have participated at the 2 practicums, are allowed to run a project.</p> <p>Evaluation criteria are presented during the 1st lecture of the semester. Moreover, all criteria are available to the students via the UoC e-learn platform.</p> |            |             |

## 5. BIBLIOGRAPHY

- Suggested bibliography:

- Koulakoglou, K. (2013). *Psychometrics and Psychological Assessment* (3rd ed.). Athens: Patakis. [In Greek]
- Kontopoulou, E. (2002). *Psychometrics*. Athens: Interbooks [In Greek]

Additional reading:

- Mellon, R. (1998). *Psycho-diagnostic Methods*. Athens: Topos [In Greek]
- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed.). New York: Wiley.
- Schacter, D. L. et al. (2012). *Psychology*. Athens: Gutenberg. [In Greek]
- Eysenck, M. (2010). *Cognitive Psychology*. Athens: Gutenberg. [In Greek]
- Atkison, R. L. et al. (2004). *Hilgard's Introduction to Psychology*. Athens: Papazisis [In Greek]
- Rosenthal, R., & Rubin, B. D. (1978). Interpersonal expectancy effects: the first 345 studies. *The Behavioral and Brain Sciences*, 3, 377-415.
- Sattler, J. M., Hillex, W. A., & Neher, L. A. (1970). Halo effect in examiner scoring of intelligence test responses. *Journal of Consulting and Clinical Psychology*, 34(2), 172-176.