

Subject Description Form

Subject Code	APSS 5043																				
Subject Title	Use and dissemination of psychological instrumentation in research and service contexts																				
Credit Value	3																				
Level	5																				
Pre-requisite / Co-requisite/ Exclusion	Nil																				
Minimum Pass Grade	D																				
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation / Preparation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Peer Assessment</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Individual Project</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>Note:</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation / Preparation	20%	--	2. Group Project	--	30%	3. Peer Assessment	5%	--	4. Individual Project	45%	--	0% Examination	--	--
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Objectives	<p>The subject aims to enable students to:</p> <ol style="list-style-type: none"> 1. Develop awareness of the role of psychological instrumentation in research and service contexts, 2. Be familiar with the application of psychological assessment tools in evaluation contexts, 3. Become sensitive to the relationship between objective outcome evaluation and evidence-based practice, and 4. Learn the development of psychological tools and apply them in research and service contexts. 																				

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Appreciate the importance of psychological instrumentation in research and service contexts, b. Understand the role of psychological measures in objective outcome evaluation and evidence-based practice, c. Develop rapid assessment instruments that can be used in research and service contexts, and d. Apply psychological instruments in evaluation in human services contexts.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The role of psychological instrumentation in quantitative social science research; relationship between operationalization and instrumentation. 2. An overview of different evaluation strategies; the role of objective outcome evaluation and evidence-based practice. 3. The use of objective assessment tools and related outcome measures in different evaluation designs, particularly objective outcome evaluation. 4. Steps in the development and validation of psychological instruments, particularly rapid assessment instruments; validation of psychological measures; translated versus indigenous assessment tools. 5. Potential applications of psychological instruments and outcome measures in human services evaluation, including child, adolescent, family, organization, and community contexts. 6. Strengths and limitations of using objective outcome measures in human services evaluation; role of qualitative evaluation as a complementary approach. 7. Psychological instruments and rapid assessment instruments in different Chinese contexts: inadequacies and needs.
Teaching/Learning Methodology	<p>Students taking this course are expected to be sensitive about the usefulness of psychological instrumentation in research and service contexts. Intellectual thinking, reflective learning, and collaborative learning are emphasized in the course. Theories, concepts, research findings and knowledge on psychological instrumentation will be delivered through lectures. Besides, discussion, reflection, and exploration of contemporary issues on psychological assessment and outcome evaluation in research and service contexts will be discussed through group presentations, class discussions and case studies. Both group project and individual project will be used to consolidate the learning experiences of the students.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Class Participation /Preparation^	20%	✓	✓	✓	✓
	2. Group Project*	30%	✓	✓	✓	
	3. Peer Assessment^	5%	✓	✓	✓	
	4. Individual Project^	45%		✓	✓	✓
	Total	100 %				
<p>*assessment is based on group effort ^assessment is based on individual effort</p> <p>1. <u>Assessment of Class Participation/Preparation</u>: It is expected that classroom activities and preparation for lectures can help students understand the subject matter and promote an appreciation of the importance of psychological instruments in research and service contexts. Hence, marks for class participation and preparation for lectures will be given.</p> <p>2. <u>Assessment of Group Project</u>: Group project presentation can give an indication of the students' understanding and integration of theories and concepts in psychological instruments and appreciation of their roles in research and service contexts. Through the development of a psychological scale, students can learn to master the nature of scale development.</p> <p>3. <u>Peer Assessment</u>: Students will be invited to rate the performance and learning of other group members in an honest and authentic manner. The marks will reflect the mastery of knowledge and contribution of the students in the group project.</p> <p>4. <u>Assessment of Individual Assignment</u>: Individual project report can give an indication of the students' understanding and integration of theories and concepts on psychological instruments and degree of application of related knowledge in evaluation contexts.</p> <p>Medium of Instruction and Assessment: English</p>						
Student Study	Class contact:					

Effort Expected	Lecture and class discussion	27 Hrs.
	Group project presentation	12 Hrs.
	Other student study effort:	
	Private reading, self-reflection and writing task	30 Hrs.
	Preparation for tutorial and supervised practices	35 Hrs.
	Total student study effort	104 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Bickman, D. J. R. (2009). <i>The Sage handbook of applied social research methods</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Bingham, R. D. (2002). <i>Evaluation practice: a methodological approach</i> (2nd ed.). New York: Chatham House Publisher.</p> <p>Calley, N. G. (2011). <i>Program development in the 21st century: an evidence-based approach to design, implementation and evaluation</i>. Thousand Oaks, CA: Sage.</p> <p>Coaley, K. (2009). <i>An introduction to psychological assessment and psychometrics</i>. London: Sage.</p> <p>Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. <i>Psychological Methods</i>, 4(3), 272-299.</p> <p>Martin, L. L., & Kettner, P. M. (2010). <i>Measuring the performance of human service programs</i>. Los Angeles, CA: Sage.</p> <p>Shek, D. T. L. (2010). Subjective outcome and objective outcome evaluation findings: Insights from a Chinese context. <i>Research on Social Work Practice</i>, 20, 293-301.</p> <p>Shek, D. T. L., & Ma, C. M. S. (2010). Dimensionality of the Chinese Positive Youth Development Scale: Confirmatory Factor Analyses. <i>Social Indicators Research</i>, 98(1), 41-59.</p> <p><u>Supplementary:</u></p> <p>Campbell, D. T., & Russo, M. J. (2001). <i>Social measurement</i>. Thousand Oaks, CA: Sage.</p> <p>Dahlberg, L., & McCaig, C. (2010). <i>Practical research and evaluation: a start-to-finish guide for practitioners</i>. London: Sage.</p> <p>Evans, A. N., & Rooney, B. J. (2011). <i>Methods in psychological research</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Fischer, J., & Corcoran, K. (2007). <i>Measures for clinical practice</i> (4th ed.). New York: Oxford University Press.</p>	

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| | <p>Grinnell, R. M., Gabor, P. A., & Unrau, Y. A. (2010). <i>Program evaluation for social workers: foundations of evidence-based programs</i> (5th ed.). New York: Oxford University Press.</p> <p>Maluccio, A. N., Canali, C., & Vecchiato, T. (2002). <i>Assessing outcomes in child and family services: comparative design and policy issues</i>. Hawthorne, NY: Aldine de Gruyter.</p> <p>Maruish, M. E. (1999). <i>The use of psychological testing for treatment planning and outcomes assessment</i> (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Shek, D. T. L., Ma, C. M. S., & L., Lin. (in press). The Chinese adolescent materialism scale: Psychometric properties and normative profiles. <i>International Journal on Disability and Human Development</i>.</p> <p>Shek, D. T. L., Ma, H. K., & Merrick, J. (Eds.). (2010). <i>Positive youth development: implementation of a youth program in a Chinese context</i>. New York: Nova Science Publishers.</p> <p>Williams, M., & Vogt, W. P. (2011). <i>The SAGE handbook of innovation in social research methods</i>. London: Sage.</p> <p>Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). <i>Effective grant writing and program evaluation for human service professionals</i>. Hoboken, NJ: Wiley & Sons.</p> |
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