

The Fundamentals of Psychometric Assessments: Understanding Validity, Reliability, and Other Important Stuff

Course Outline

Course Developer(s)

Dr. Roberta Borgen (Neault), CCC, CCDP, GCDF-i
Dr. Deirdre Pickerell, CHRP, GCDF-i

Course Format

Three weeks, 10-15 hours per week

Course Prerequisites

No pre-requisites are required for students interested in learning more about psychometric assessments, who are not interested in pursuing “B” level qualification. However, those students interested in taking this course to pursue “B” level qualification must have, at minimum, an undergraduate degree.

Note: B level qualifications are determined by the publishers and/or distributors of B level assessment tools. To qualify to purchase and administer “B” level psychometric assessments, the general expectation is advanced or graduate-level university training in tests and measurements and interpreting psychological assessments. This course (or a similar university-level course in tests and measurements) is one essential component in the process of becoming qualified to administer “B” level psychometric assessments and is a pre-requisite for *Psychometric Assessments: Selection, Administration, and Interpretation of “B” Level Tools*.

Course Description

This 30-hour course introduces basic statistical concepts that are foundational to psychometric assessments (e.g., scales, norms, frequency, correlation) and introduces factors that impact reliability and validity in test construction and use.

Course Objectives

General:

Participants will acquire the foundational skills necessary to qualify to purchase, administer, and interpret “B” level tools. The course is aligned to the [Canadian Standards & Guidelines for Career Development Practitioners](#).

Learning Objectives:

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

- Meet prerequisites for entry to the companion course, CPE 521: Psychometric Assessments: Selection, Administration, and Interpretation of “B” Level Tools
- Interpret relevant statistical concepts that impact the construction and ethical use of standardized psychometric assessments (e.g., correlation, factor analysis, means, norms, standard scales, percentiles)
- Critically review assessment descriptions in catalogues



- Examine test manuals and academic literature to determine test validity, reliability, and appropriateness for use with specific clients

Required Texts / Supplies

Sheperis, C. J., Drummond, R. J., & Jones, K. D.(2020). *Assessment procedures for counselors and helping professionals* (9th ed.). Pearson. ([Print](#) and [e-text](#) available)

Note: Students can still use the 8th edition of this text for the Fall 2020 and Winter/Spring 2021 course offerings ([Print](#) and [e-text](#) available).

Additional Readings

Throughout the course, relevant readings will be posted on our website.

Course Completion Requirements

Students must achieve an overall grade of at least 80% to successfully complete a course. If absent or offline for more than 48 consecutive hours, students are required to contact the instructor.

Participation	20%
Critical Review of a Psychometric Tool	25%
Statistical Concept Highlights	25%
Selection of Assessments	30%

Online Instruction Overview

This online course will be hosted on Life Strategies' [LearnOnline](#) e-learning platform which uses a Moodle-based learning management system. The system organizes a variety of learning activities (e.g., assigned readings, resources, videos, discussions, assignments) into several topical modules which students will progress through on a set schedule as described in the *Course Syllabus*. A course instructor will facilitate the discussions and review the assignments providing feedback and insights throughout the course. Although discussions are asynchronous (i.e., students are required to make a minimum of two posts, at their convenience, over at least 2 days that the topic is active), from time to time, the instructor may schedule live "sessions" or "office hours" using a web conferencing application (e.g., Zoom). Any "live" components will be communicated to students via the News forum; however, we recognize our students come from different time zones and are balancing many other work/life commitments that can impede attending in real time. As such, live elements will be recorded and/or optional.

Facilitated e-learning offers amazing opportunities for shared learning. Many experts in the field believe that the best learning occurs in the discussion forums and that the posted course content may take on a secondary importance. Although this course will provide comprehensive content, students' active participation in the discussions enriches learning and is required for successful course completion. Students are encouraged not to delay jumping into the discussions. Although discussions are related to the assigned readings, resources, and/or videos, it is not necessary to wait until all of the readings/videos have been reviewed before jumping into the discussion forums – in fact, posting early and often contributes to richer discussions. Being inactive within the discussions for several days will impact a student's overall grade and may result in being unenrolled from the course.

Registered students will be enrolled and receive log-in instructions by email (noreply@learnonline.lifestrategies.ca) 1 week prior to the course start date. This provides a few days



for students to orient themselves within the e-learning environment, review course expectations, and troubleshoot any technical concerns. If you require additional support or a course extension, please contact our team (studentadvisor@lifestrategies.ca) and we'll do our best to accommodate your needs.

Operational Requirements

As this course is offered entirely online, students must have reliable Internet access and be comfortable using Internet technology and participating in discussion forums.

Within each course, topics open and close on specific days facilitating learning as a cohort. Although there is flexibility in times of day to post, students will be expected to adhere to the course schedule and spend a similar amount of time on this course as they would in a classroom-based environment of 30 hours to achieve course mastery (i.e., 80%).

Documents will be posted in Word, PowerPoint, and PDF — students must be able to download these documents and also upload similar documents. Web conferencing software (e.g., Zoom) may also be utilized.

Accommodation

Students who have a disability that needs accommodation should let us know prior to the course start so that we can work collaboratively to more effectively meet learning needs.



