

General information	Subject Title, code and credit hours	PSYC307, Psychological assessment and testing, 3 KU/6 ECTS
	Department	Psychology
	Program (bachelor's and master's degree)	Bachelor
	Associated Term	Spring 2026
	Instructor	Aliyeva Gulshan Aliesker
	E-mail:	gulshen.kovser@gmail.com gulshan.aliyeva@khazar.org
	Phone	
	Lecture room/Schedule	Neftchilar campus
	Consultations	After classes
Prerequisites	-	
Language	English	
Course	Mandatory	
References and sources	<ul style="list-style-type: none"> ➤ Gary Groth Marnat –Handbook of Psychological assessment, New Jersey, 2003 ➤ Gary Groth Marnat, A.Jordan Wright – Handbook of Psychological Assessment, 6th edition, Wiley, New Jersey, 2016 ➤ Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009 ➤ Research Method in Psychology, The Open University of Hong Kong, 2012 ➤ https://saylordotorg.github.io/text_research-methods-in-psychology/ Mental health assessment tools, 2012. HSE <i>Lenus</i> Library 	
Course description	<p>Psychological Assessment and Testing is a course designed to introduce students to the principles, methods, and applications of psychological assessment in clinical, educational, and research settings. The course examines the theoretical foundations of psychological testing, including measurement, reliability, validity, and standardization. Students will learn about major types of psychological tests, such as intelligence, aptitude, personality, and neuropsychological assessments. Emphasis is placed on ethical, cultural, and professional issues in psychological assessment. The course explores test administration, scoring, interpretation, and reporting assessment results. Students will gain an understanding of norm-referenced and criterion-referenced testing. Practical examples and case studies are used to illustrate real-world applications of psychological assessment. The role of assessment in diagnosis, treatment planning, and outcome evaluation is discussed. Students will also examine limitations and potential biases in psychological testing. By the end of the course, students will be prepared to critically evaluate and responsibly use psychological assessment tools.</p>	
Course objective	Psychological assessment is most useful in understanding and evaluation of personality and in elucidating the likely underlying causes of problems	

	<p>in living. These issues involve a particular problem situation having to do with a specific individual. The central role of the clinician performing psychological assessment is that of an expert in human behavior who must deal with complex processes and understand test scores in the context of a person's life. The students-future clinician must have knowledge concerning problem areas and, on the basis of this knowledge, form a general idea regarding behaviors to observe and areas in which to collect relevant data. Doing this involves an awareness and appreciation of multiple causations, interactional influences, and multiple relationships. In addition to an awareness of the role suggested by psychological assessment, clinicians should be familiar with core knowledge related to measurement and clinical practice. This includes descriptive statistics, reliability (and measurement error), validity (and the meaning of test scores), normative interpretation, selection of appropriate tests, administration procedures, variables related to diversity (ethnicity, race, age, gender, culture, etc.), testing individuals with disabilities, and an appropriate amount of supervised experience.</p>		
Learning Outcomes	<ul style="list-style-type: none"> • Explain key terms related to psychological assessment • Discuss how and why psychological assessments are used to make decisions • Interpret the results of psychological assessments • Demonstrate best practices when developing a psychological assessment • Analyze the psychometric properties of a psychological assessment • Describe ethical issues related to psychological assessment 		
Teaching methods	Lecture		+
	Group discussion		+
	Classroom activity		+
	Cases analyzing		+
Assessment		Date	Percentage
	Midterm exam	Week 8	30%
	Participation	During semester	10%
	Individual work	During semester	15%
	Final exam	June	35%
	Attendance	During semester	10%
	Total		100%

<p>Rules and policy</p>	<ul style="list-style-type: none"> ➤ Participation <p>To be prepared for classes, be active during class, ask questions about the topic in discussions and make logical comments according to the topic. Currently, it is important to respect the opinions of other group members, not to divide their words, listen carefully, ask questions and make comments.</p> ➤ Individual work and presentation <p>Presentations should be consistent with interactive learning methods and should be research-based. During the presentation, details such as conveying information, the content of the presentation, the organization of the presentation, capturing the audience, referring to recent literature will be taken into consideration. Presentations can be presented as individual work.</p> <p><i>Individual work grading category and criteria</i></p> <ul style="list-style-type: none"> ➤ Organization <p>The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included</p> ➤ Content <p>Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research.</p> ➤ Presentation <p>Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of presentation is within the assigned time limits. Information was well communicated.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Each lesson requires a creative approach and activity. 2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson. 3. Attendance. 4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam. 5. Lateness to class and other class violations. 	
<p>Week</p>	<p>Topic</p>	<p>Textbook</p>

1.	Introduction to Psychological assessment and testing. Overview.	Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009 Chapter 1, Page: 13-47
2.	Historical and cultural considerations of psychological assessment.	Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009 Chapter 1, Page: 47-53
3.	Legal and ethical issues of psychological assessment process	1.Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009 Chapter 1, Page: 53-83 2.Research Method in Psychology, The Open University of Hong Kong, 2012 Page 39-48 3.Gary Groth Marnat– Handbook of Psychological Assessment, Wiley, New Jersey, 2003 Page 48-62
4.	Level of measurement, operational definitions	Research Method in Psychology, The Open University of Hong Kong, 2012 Chapter 5. Page 85-93
5.	Reliability and validity of measurement. Reliability of measurement: test-retest reliability; internal consistency, interrater reliability	1.Research Method in Psychology, The Open University of Hong Kong, 2012 Chapter 5. Page 93-96 2.Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009, page 151-184
6.	Reliability and validity of measurement. Validity of measurement: face validity, content validity, criterion validity	1.Research Method in Psychology, The Open University of Hong Kong, 2012 Chapter 5. Page 96 -100 2.Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009, page 184-220
7.	Practical strategies for psychological measurement. - Using an existing measure. - Creating own measure. - Evaluating the measure	Research Method in Psychology, The Open University of Hong Kong, 2012 Chapter 5. Page 102-107
8.	Midterm Exam	

9	Context of clinical assessment and Selecting psychological test	Gary Groth Marnat, A.Jordan Wright – Handbook of Psychological Assessment, 6th edition, Wiley, New Jersey, 2016 Chapter 2, page 59-72
10	The assessment of intelligence Preschool and education assessment	Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA, 2009, page 289-357 Gary Groth Marnat, A.Jordan Wright – Handbook of Psychological Assessment, 6th edition, Wiley, New Jersey, 2016 Chapter 2, page 139-215
11	The assessment of personality, personality assessment methods	Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA Page 390-481
12	The assessment of emotional state of person; anxiety, depression.	Gary Groth Marnat, A.Jordan Wright – Handbook of Psychological Assessment, 6th edition, Wiley, New Jersey, 2016 Page 579-593
13	The assessment of emotional state of person; stress disorder, PTSD. Perceived stress scale.	Mental Assessment Tools, 2012. Page 67-75
14	Special application of clinical measures. Assessment of Addiction and substance use abuser	Cohen-Swerdlik – Psychological testing and assessment: An introduction to test and measurement; McGrawHill, USA Page 488-511
15	Writing reports.	Gary Groth Marnat, A.Jordan Wright – Handbook of Psychological Assessment, 6th edition, Wiley, New Jersey, 2016 page 621-671
16	Final Exam	