



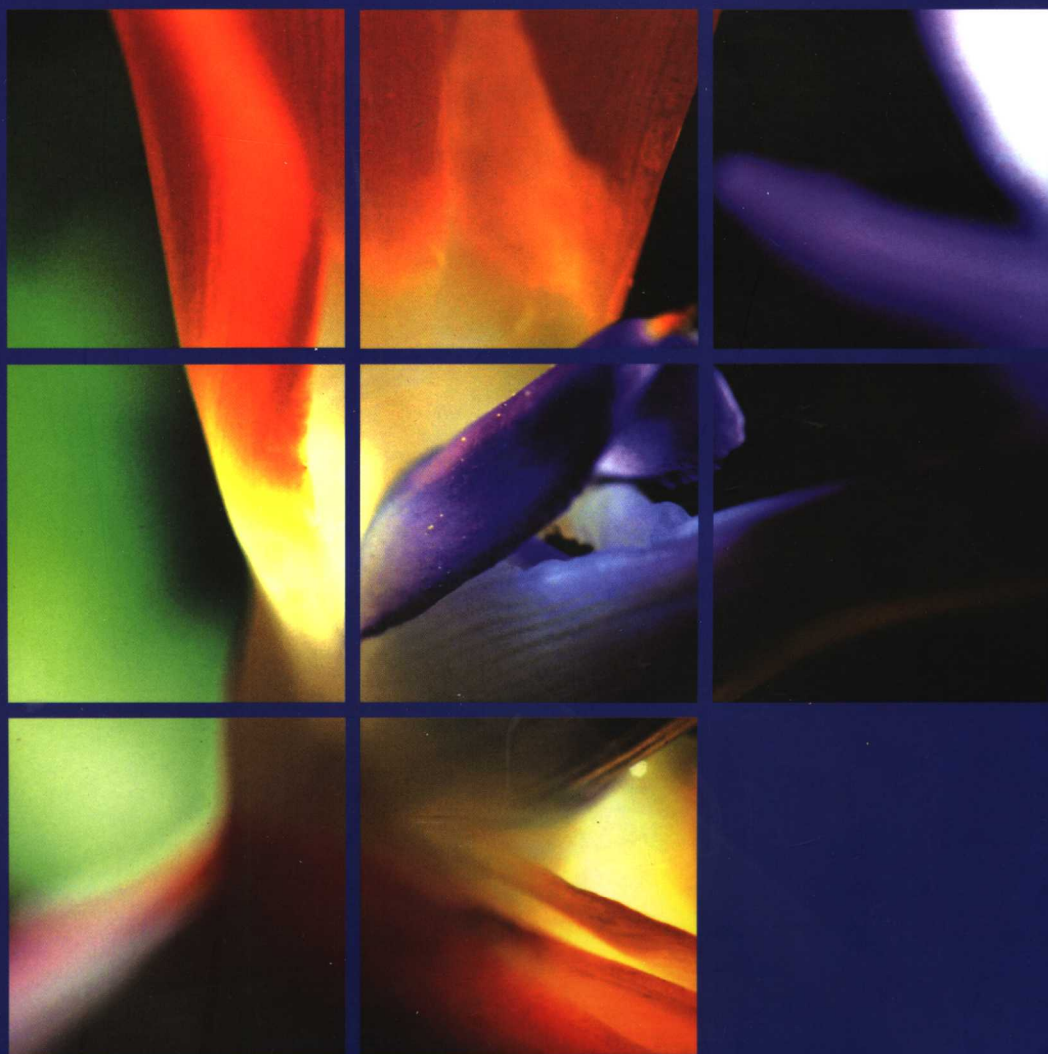
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PSYCHOLOGICAL TESTING, Principles, Applications, and Issues

心理测验

——原理、应用和问题

By Robert M. Kaplan & Dennis P. Saccuzzo



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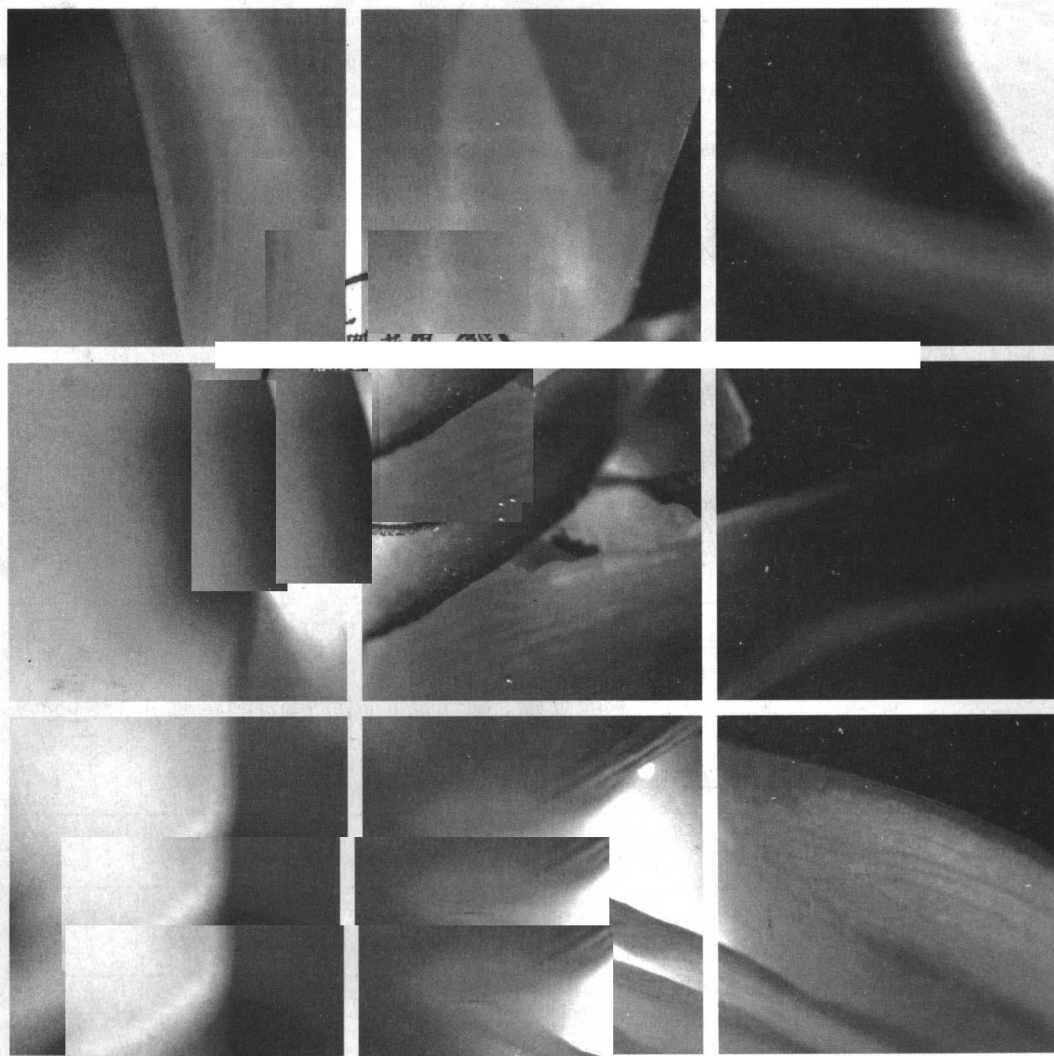
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Robert M. Kaplan & Dennis P. Saccuzzo

Psychological Testing: principles, Applications, and Issues, Sixth Edition

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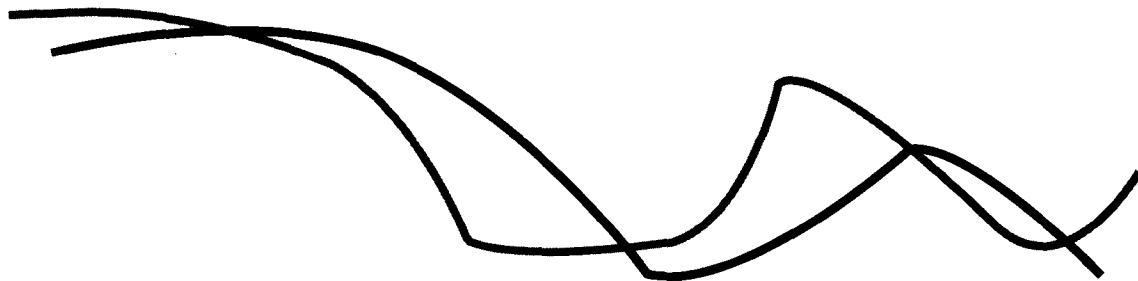
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导读



《心理测验——原理、应用和问题》第6版，由Robert M. Kaplan和Dennis P. Saccuzzo合著，于2005年出版，是一本全面介绍心理测验理论与实践的崭新著作。该书的第一版于1982年面世，是两位教授为了增强心理测验课程的实用价值，在教学工作中提高学生的学习积极性，以加强心理测验在实践领域中的应用为主要目标而合作编著的。

本书分原理、应用和问题三大部分，共21章。

第一部分“原理”包括7章，对心理测验的基本概念和基本原理作了全面、详尽的阐述。它是一切关心测验的理论发展与实际应用的心理工作者都必须牢固掌握的基本知识。虽然心理测验自从20世纪80年代以后在理论方面变化不是很大，但本版依然配合时代的发展，增加了项目反应理论和计算机辅助测验等现代化内容，并广泛搜集资料，有意识地对测验的基本理论进行了更加深入细致的分析与讨论，涉及的范围很广，包括有关心理和教育测验的基本概念和基本原理、测验的历史发展、分类、信度、效度、项目分析、测验实施和测验的编写与评价。

第二部分“应用”，比以前各版有了相当大的扩展，对心理学在各个应用领域的描述与分析，相对于其他同类书籍，都更加深入和更加具体，内容充实，文字清晰易懂，从而形成了本书的最大特色。这个成绩的取得主要得益于两位作者近年来都经历了大量的应用心理实践：Kaplan大部分时间在医学院和公共卫生方面做教授，Saccuzzo则既是心理学教授又是律师。他们有机会在医学、公共卫生、教育和法律方面的工作实践中真实地探索心理测验的应用价值和亲身体验其存在的问题。

应用部分作为本书的重点共包括11章。首先，作者对测验应用进行了总体回顾，然后对各领域中很多常用的测验及其使用方法做了详细的分析与介绍。比较突出的是开始的第8章。由于作者从实际应用的角度出发，认为访谈不只是通过言语交流收集信息的一个主要方法，由此获得的资料同时也是测验结果的重要补充。在其应用目的、操作技术和对受测者要负责任等方面，访谈与一般测验没有差异，并且其质量也是用信度和效度评价，因此有理由将访谈也视为测验应用的一种，单独地列为一章。从访谈的性质、分类和提高效能应注意事项等方面，紧密结合实际地对访谈技术进行讨论

论,对于读者全面学习掌握心理测量的各种方法技术有很大启示。第9~11章详细讨论了智力理论和有着悠久历史并得到普遍承认的比奈量表与韦氏量表的应用,同时对于其他常用的有关智力的个别测验在教育,尤其是特殊教育领域中的应用进行了讨论。第12和第13章分别讨论标准化团体测验在教育、公务员考试、军队,以及临床和咨询情境下的广泛应用。第14章详尽地分析了有很大争议的投射性人格测验问题,作者指出尽管墨迹图和TAT测验在施测和结果解释上都不符合标准化测验原则,然而在实践中仍很受欢迎并得到广泛应用。一些非图画式的投射性测验,如文字联想测验等也在发展中。第15章讨论计算机和认知心理学的发展给心理测验带来的影响。虽然在第一部分“原理”中已讨论过计算机化适应性测验和项目反应理论,这一章又着重讨论了心理科学在计算机时代的应用问题。第16和第17章围绕着心理健康的主题,对心理测验与评估在咨询、医疗、保健方面的快速发展进行讨论,尤其是在咨询部分对各种兴趣调查表做了比较分析,并对有关兴趣测量的争论与应用做了介绍。第18章讲述了为满足社会经济发展的需要,近年来心理测验在工商业领域应用的快速兴起。

第三部分“问题”,包括三章,讨论有关心理测验中存在的问题。第19章讨论测验偏差,首先分析和讨论了数十年来争论不休的、对少数民族的测验解释是否公正的问题。在介绍了几种解决方法后指出:如果依据不是遗传,而是社会影响对行为表现起主导作用的理论,测验偏差问题是可以通过努力逐步消除的。第20章讨论测验与法律。心理测验的应用牵涉到法律问题由来已久,从20世纪70年代开始就制定了对测验信效度的最低要求。随着应用领域扩大和使用频繁,二者的关系也日益明显,突出表现在教育和就业机会平等的问题上。通过介绍和分析大量影响到测验的诉讼案例,指出有关测验各方面应用的法规已陆续出台,但仍期待着它的继续发展和完善。最后第21章讨论伦理问题和心理测验的未来。首先分析了心理测验的未来仍存在多方面的问题:如测验的可靠性与适用性等专业学术问题,人权与专业工作者施测和正确使用测验的道德问题,以及测验缺乏个性化的社会问题等。然后指出心理测验的当前状态是:新测验数量在增加,技术在改进,标准在提高,获得了群众的更理解,以及测验已走向计算机化并在向网上发展。有鉴于此,尽管心理测验是一个有争议的领域,我们可以预期:再过50年,只要测验工作者坚持目标,发挥创造性,肯定能像前50年一样地获得意想不到的飞速发展。

总之,在本书的三个部分中,作者介绍了不同领域的多种心理测验,分别提供了它们的产生、发展、应用的方法技术和测量数据的实际用途。内容丰富,理论联系实际,对于心理和教育专业的学生和研究人员是一本优秀的测验教材。对于从事心理健康辅导与咨询以及人事选拔与安置工作的有关人员,是一本不可多得的重要参考。鉴于计算机的飞速发展和读者上网人数的与日俱增,本书增加了很多有关计算机化测验的讨论,并提供了网上的参考文献,这就更加扩大了本书的影响和效能。

张厚粲

2006年11月

About the Authors

Robert M. Kaplan is the chair of the Department of Health Services and Professor of Medicine at UCLA. Previously, he was professor and chair of the Department of Family and Preventive Medicine at the University of California, San Diego. He is also a past president of several organizations, including the American Psychological Association Division of Health Psychology, Section J of the American Association for the Advancement of Science (Pacific), the International Society for Quality of Life Research, and the Society for Behavioral Medicine. Dr. Kaplan is the editor-in-chief of the *Annals of Behavioral Medicine* and an associate or consulting editor for several other academic journals. Selected additional honors include the APA Division of Health Psychology Annual Award for Outstanding Scientific Contribution in 1987, Distinguished Research Lecturer, 1988, and Health Net Distinguished Lecturer in 1991; University of California 125th Anniversary Award for Most Distinguished Alumnus, University of California, Riverside; American Psychological Association Distinguished Lecturer; and the Distinguished Scientific Contribution Award from the American Association of Medical School Psychologists. His public service contributions include various National Institutes of Health (NIH), Agency for Healthcare Research and Quality, and VA grant review groups, as well as service on the local American Lung Association Board of Directors. He served as co-chair of the Behavioral Committee for the NIH Women's Health Initiative and a member of both the National Health, Lung, and Blood Institute (NHLBI) Behavioral Medicine Task Force and the Institute of Medicine National Academy of Sciences Committee on Health and Behavior. In addition, he is the chair of the Cost/Effectiveness Committee for the NHLBI National Emphysema Treatment Trial (NETT). Dr. Kaplan is the author of 14 books and over 390 publications.

Dennis P. Saccuzzo is a professor of psychology at San Diego State University, an adjunct professor of psychiatry at the University of California, San Diego, and an adjunct professor of law at the California Western School of Law. He has been a scholar and practitioner of psychological testing for over 27 years and has numerous peer-reviewed publications and professional presentations in the field. Dr. Saccuzzo's research has been supported by the National Science Foundation, the National Institutes of Mental Health, the National Institutes of Health, the U.S. Department of Education, the Scottish Rite Foundation, and the U.S. armed services. He is also a California licensed psychologist and a California licensed attorney. He is board certified in clinical psychology by the American Board of Professional Psychology (ABPP). In addition, he is a Diplomate of the American Board of Assessment Psychology, American Board of Forensic Medicine, American Board of Forensic Examiners, and American Board of Psychological Specialties (in forensic psychology). He is a fellow of the American Psychological Association, American Psychological Society, and Western Psychological Association for outstanding and unusual contributions to the field of psychology. Dr. Saccuzzo is the author or co-author of over 250 peer-reviewed papers and publications, including eight textbooks.

Preface

Psychology is a broad, exciting field. Psychologists work in settings ranging from schools and clinics to biochemical laboratories and private international companies. Despite this diversity, all psychologists have at least two things in common: They all study behavior, and they all depend to some extent on its measurement. This book concerns a particular type of measurement, psychological tests, which measure characteristics that pertain to all aspects of behavior in human beings.

Psychological Testing is the result of a long-standing partnership between the authors. As active participants in the development and use of psychological tests, we became disheartened because far too many undergraduate college students view psychological testing courses as boring and unrelated to their goals or career interests. In contrast, we view psychological testing as an exciting field. It has a solid place in the history of psychology, yet it is constantly in flux because of challenges, new developments, and controversies. A book on testing should encourage, not dampen, a student's interest. Thus, we provide an overview of the many facets of psychological tests and measurement principles in a style that will appeal to the contemporary college student.

To understand the applications and issues in psychological testing, the student must learn some basic principles, which requires some knowledge of introductory statistics. Therefore, some reviewing and a careful reading of Part I will pave the way for an understanding of the applications of tests discussed in Part II. Part III examines the issues now shaping the future of testing. Such issues include test anxiety, test bias, and the interface between testing and the law. The future of applied psychology may depend on the ability of psychologists to face these challenging issues.

Throughout the book, we present a series of focused discussions and focused examples. These sections illustrate the material in the book through examples or provide a more detailed discussion of a particular issue. We also use technical boxes to demonstrate material such as statistical calculations.

Increased Emphasis on Application

Students today often favor informal discussions and personally relevant examples. Consequently, we decided to use models from various fields and to write in an informal style. However, because testing is a serious and complicated field in which major disagreements exist even among scholars and experts, we have treated the controversial aspects of testing with more formal discussion and detailed referencing.

The first edition of *Psychological Testing: Principles, Applications, and Issues* was published in 1982. In the nearly one-quarter century since the text was first introduced, the world has changed in many ways. For example, personal computers were new in 1982. Most students and professors had never heard of e-mail or the Internet. There were many fewer applications of psychological testing than there are today. On the other hand, principles of psychological testing have remained relatively constant. Thus, newer editions have included improvements and refinements in the Principles chapters. The later chapters on Applications and Issues have evolved considerably.

Not only has the field of psychological testing changed, but so have the authors. One of us (RMK) has spent most of his career as a professor in a school of medicine and is now in a school of public health. The other (DPS) completed law school and works as both a psychology professor and an attorney. While maintaining our central identities as psychologists, we have also had the opportunity to explore cutting-edge practice in medicine, public health, education, and law. The sixth edition goes further than any previous edition in spelling out the applications of psychological testing in a wide variety of applied fields.

In developing the sixth edition, we have organized topics around the application areas. Chapter 11 considers psychological testing in education and special education. Chapter 12 looks at the use of standardized tests in education, civil service, and the military. Chapters 13 and 14 consider the use of psychological tests in clinical and counseling settings.

The age of computers has completely revolutionized psychological testing. We deal with some of these issues in the Principles chapters by discussing computer-adaptive testing and item response theory. In Chapter 15, we discuss new applications of psychological science in the computer age. Chapter 16 discusses the use of psychological testing in the field of counseling psychology and focuses primarily on interest inventories. Chapter 17 explores the rapidly developing fields of psychological assessment in health psychology, medicine, and health care. Chapter 18, which is new to the sixth edition, reviews psychological testing in industry and business settings.

The final chapters on issues in psychological testing retain the previous titles but have been extensively updated to reflect new developments in these areas.

The first edition of *Psychological Testing* was produced on typewriters before word processors were commonly used. At the time, few professors or students had access to private computers. The early editions of the book offered instruction for preparing the submission of statistical analysis to main-frame computers. As recently as the production of the third edition, the Internet was largely unused by university students. Today, nearly all students have ready access to the Internet and World Wide Web, and we now commonly provide references to Web sites. Furthermore, we provide greater discussion of computer-administered tests.

Changes in the Sixth Edition

Producing six editions of *Psychological Testing* over nearly a quarter of a century has been challenging and rewarding. We are honored that hundreds of professors have adopted our text and that it is now used in hundreds of colleges and universities all over the world. However, some professors have suggested that we reorganize the book to facilitate their approach to the class. To accommodate the large variety of approaches, we have tried to keep the chapters independent enough for professors to teach them in whatever order they choose. For example, one approach to the course is to go through the book in the sequence that we present.

Professors who wish to emphasize psychometric issues, however, might assign Chapters 1 through 7, followed by Chapters 19 and 20. Then, they might return to certain chapters from the Applications section. On campuses that require a strong statistics course as a prerequisite, Chapters 2 and 3 might be dropped. Professors who emphasize applications might assign Chapters 1 through 5 and then proceed directly to Part II, with some professors assigning only some of its chapters. Though Chapters 9 through 13 are the ones most likely to be used in a basic course, we have found sufficient interest in Chapters 14 through 18 to retain them. Chapters 17 and 18 represent newer areas into which psychological testing is expanding. Finally, Chapters 19 and 20 were written so that they could be assigned either at the end of the course or near the beginning. For example, some professors prefer to assign Chapters 19 and 20 after Chapter 5.

Supplements Beyond Compare

As with the previous editions, a student workbook is available. Professors have access to an instructor's manual and a bank of electronic test items.

Book Companion Web Site

The Web site contains several components that will be invaluable to instructors. First, a data set consisting of 25 examinees' scores on several measures can be downloaded and used with accompanying reliability and validity exercises. Second, several integrative assignments—including a report on a battery of psychological tests, an evaluation of a mock test manual, and a test critique—and associated grading rubrics will be posted on the Web site. The integrative assignment files and grading rubrics are modifiable, allowing you to make changes so they better fit your specific course objectives.

Student Workbook (ISBN 0-534-63308-0)

More than a traditional study guide, the Student Workbook—written by Katherine Nicolai of Rockhurst University—truly helps students understand

the connections between abstract measurement concepts and the development, evaluation, selection, and use of psychological tests in the real world. The Student Workbook contains interesting hands-on exercises and assignments, including case studies to critique, test profiles to interpret, and studies on the psychometric properties of tests to evaluate. Of course, the Student Workbook also contains traditional features such as chapter outlines and practice multiple-choice quizzes. Best of all, the workbook is presented in a three-ring binder in which students can keep other course notes and handouts. Students will discover that the Student Workbook will help them organize their study of Kaplan and Saccuzzo's text and excel on course exams, assignments, and projects!

Instructor's Resource Manual/Test Bank (ISBN: 0-534-63307-2)

The Instructor's Resource Manual (IRM) was written by Katherine Nicolai of Rockhurst University, and the Test Bank by Ira Bernstein and Kimberly McConnell of the University of Texas at Arlington

In an easy-to-use three-ring binder, the IRM contains a bevy of resources, including guides on designing your course, the use of psychological tests in the classroom, the use of student test data to teach measurement, suggested use of class time, and demonstrations, activities, and activity-based lectures. The IRM provides a description of integrative assignments found on the book companion Web site and gives the instructors unique mock projectives and much more. The test bank contains more than 750 multiple-choice questions in addition to many "thought" essay questions.

Acknowledgments

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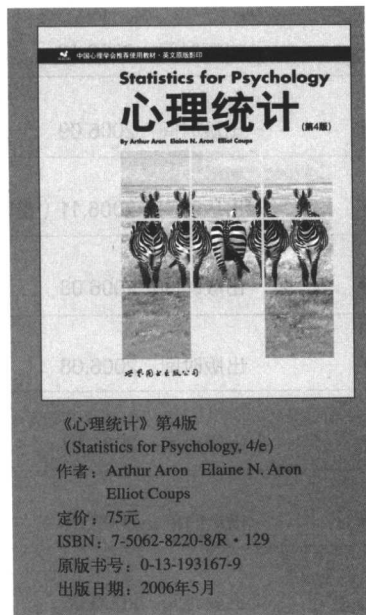
The six editions of this book have been developed under five different editors at Wadsworth. The earlier editions benefited from the patient and inspired supervision of Todd Lueders, C. Deborah Laughton, Phil Curson, Marianne Taflinger, and Jim Brace-Thompson. We are pleased that the editor for the third edition, Marianne Taflinger, has returned to help us complete the sixth edition. We are most appreciative of her patience, wisdom, and support in the

development of the current edition. Although we have had many editors, we have learned from each of them. We also want to thank Paul Wells, production project manager, Vernon Boes for coordinating the cover, Joohee Lee for permissions, and Jennifer Keever, assistant editor for coordinating supplements. We want to give particular thanks to Kate Nicolai for authoring the exciting new Student Workbook and the much expanded Instructor's Resource Manual.

Special thanks go to Wendy Koen and Nancy E. Johnson. Wendy conducted much of the research for the updating of about half the chapters, drafted several new sections, and attended to numerous details. Nancy also assisted in numerous way, including research, editing, and locating difficult-to-find sources. Without these two individuals, publication of this edition would have been much delayed.

Robert M. Kaplan
Dennis P. Saccuzzo
May 2004

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Statistics for Psychology 心理统计 (第4版)

这本书可谓是十分与时俱进的。很多统计书的内容还停留在20世纪50年代的水平上。但是,事实上现在统计研究者的思想已经发生了巨大的变化,远非20世纪50年代时那些基本的认识。比如,基本的假设检验就已经被统计效力、效应的报告所补充。此外,还有一系列研究累积起来的元分析,回归分析等相关方法弥补了假设检验的不足。作者在第六章中,用了整整一章的篇幅来介绍统计显著性和统计效力,对于学习统计的读者来说,真是莫大的帮助。

作为统计的入门课程教材,其主要目的就是为学生读懂并撰写研究论文做好准备。这本书不仅在例题中给了研究期刊学术论文中各种各样的统计量和概念,还对其中统计方法的使用进行了介绍,在习题中也给出相应的练习让学生进行解释。这是本书的一大特点。

虽然目标定在初级统计学,本书的一些特色对于需要撰写论文的研究者而言,极有帮助。例如每章都有专门部分讨论每种统计方法的优劣势以及或最新发展,研究者若能充分了解各种统计方法的不足之处,应避免统计方法的误用,也可以减少关于滥用量化方法的批评。且本书大多使用真实的例子,不仅较为生动活泼,也结合了研究方法的相关知识,因此本书是一本简单易懂并且能与实际研究相结合的统计教材。



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SPSS for Windows Step-by-Step 心理学专业SPSS 13.0步步通 (第6版)

本书清晰明了地向读者展示SPSS中一般的数据分析过程的操作步骤,虽然简洁,却很全面。本书第一部分解释了创建和修改数据集的基本知识,专门有一章根据SPSS 13版中的改动对图表进行了详细介绍。第6章到第28章,一步一步地,带领读者熟悉Base System Module和Advanced and Regression Modules中绝大部分的操作步骤。让曾经困扰你的SPSS变得如此简单,得心应手的使用也会让你觉得数据分析是如此轻松。

“introduction”部分概念化地解释了接下来的统计过程,避免了烦冗的细节和计算机操作。

“Step by Step”部分将每一个统计过程步骤化,清晰地指导章节中统计过程的每一步。

“Outcome”部分解释统计分析所得出图表的含义,对其中关键术语给出详尽介绍。

本书附一张光盘,书中所有进行统计的数据都在光盘中。

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