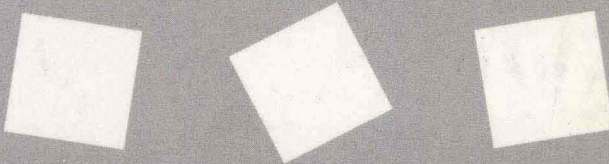


Psychological Testing



PRINCIPLES, APPLICATIONS, AND ISSUES

Third Edition

Robert M. Kaplan
Dennis P. Saccuzzo





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Preface

Psychology is a broad, exciting field. Psychologists today work in a variety of settings, including everything from schools and clinics to biochemistry laboratories and industrial settings. Despite this diversity, two common themes link all psychologists: all study behavior, and all depend to some extent on its measurement. This book concerns a particular type of measurement, psychological tests, which measure characteristics pertaining to all aspects of behavior in human beings.

Psychological Testing is the result of a deep interest its authors share. 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 all the applications and issues in psychological testing, the student must learn some basic principles. Because this requires some knowledge of introductory statistics, 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 very future of applied psychology may depend on the ability of psychologists to face these challenging issues.

Throughout the book there is a series of focused discussions and focused examples. These sections are designed to illustrate the material in the book through examples or to provide a more detailed discussion of a particular issue. There are also some technical boxes that are used to demonstrate technical material such as statistical calculations.

Students today often prefer informal discussions and personally relevant examples. Consequently we decided to use models from a variety of fields and to write in an informal style to maximize interest. However, testing is a serious and complicated field in which there are major disagreements among scholars and experts of the highest level. Therefore, we have treated these aspects of testing with more formal discussion and detailed referencing.

It has been more than ten years since the publication of the first edition of *Psychological Testing: Principles, Applications, and Issues*. On completion of the first edition, we believed that future revisions would be easy because psychological testing is a field that changes slowly. However, there have been many

major developments since 1982, and we have attempted to reflect these developments in the second and third editions.

Since the initial publication of *Psychological Testing*, many of the major tests—including the Stanford-Binet Intelligent Scales, the Wechsler Intelligence Scale for Children, and the Strong-Campbell Interest Inventory—have been revised. We have done our best to provide updates on all of them as well as descriptions of new psychological tests. Further, we have attempted to grow with the field. For example, ten years ago psychological testing was relatively rare in medical settings. Today, psychological testing in hospitals and clinical medical settings is very common. To reflect these changes, we have added updated chapters on testing in health care settings and we have expanded our coverage of new developments such as clinical neuropsychology. Also, many social and political developments have affected testing. For example, the Civil Rights Bill of 1991 may have a significant impact on the way tests are administered. There is now talk of national testing programs and recommended new standards for the use of psychological tests. All of these developments are captured in this edition of the book.

We are highly indebted to the many reviewers and professors who offered feedback on this and the previous editions. Special thanks go to Jeff Bryson of San Diego State University, who neatly edited the second edition of the book. His contribution was invaluable. Raul Betterncourt of California State University, Fresno, and Mary Allen of California State University, Bakersfield, also provided many useful suggestions. We are also indebted to Darrell Anderson of the University of New Mexico, Robert Grissom of San Francisco State University, Leonard Jacobson of the University of Miami, Calvin Janssen of Tennessee Temple University, and Frank Rosekrans of Eastern Washington University for their thoughtful analyses.

The reviewers for the third edition were James R. Barclay; Nancy S. Breland of Trenton State College; Richard D. Draper of Montclair State College; Lisa Friedenberg of the University of North Carolina at Asheville; Tim Hartshorne of Central Michigan University; Elaine M. Heiby of the University of Hawaii; Richard A. Hudiburg of the University of North Alabama; Ron Jewett of North Central Bible College; Terry Newell of California State University, Fresno; Allen L. Shoemaker of Calvin College; and Mark T. Smircina of Blackburn College. We thank them all for their constructive criticisms and useful suggestions.

The three editions of this book have been developed under four different editors at Brooks/Cole. The earlier ones benefited from the patient and inspired supervision of Todd Lueders, C. Deborah Laughton, and Phil Curson. The current edition was completed under the watchful eye of Marianne Taflinger. Thank you to all of them. We are most indebted to Greg Hubit for the high-quality production of the book and to Carol Reitz for her excellent editing of the manuscript. And we are also indebted to the expert production team at Brooks/Cole, especially Fiorella Ljunggren, who supervised the production process, and Roy Neuhaus, who created the cover for the book.

Finally, we are very grateful to Robin Nordmeyer, Rachel Ingram, Beverly Jones, Arlysse Kienle, Susan McLaughlin, Lorraine Saccuzzo, and Virginia Anderson, who contributed most of the important labor required to complete the third edition.

Robert M. Kaplan
Dennis P. Saccuzzo



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