

SIMON FRASER UNIVERSITY

S.75-127

MEMORANDUM

To SENATE

From SENATE GRADUATE STUDIES COMMITTEE

Subject NEW COURSES IN PSYCHOLOGY

Date AUGUST 13, 1975

MOTION: "That Senate approve, and recommend approval to the Board of Governors, the following new graduate courses in Psychology:

PSYC 744-3 - Proseminar in Psychopathology

PSYC 906-3 - Validation Techniques

PSYC 907-3 - Evaluation Techniques."

SIMON FRASER UNIVERSITY

To: Members of Senate

From: Office of the Dean
of Graduate Studies

Subject: New Courses in Psychology

Date: August 13, 1975

MOTION: That Senate approve the following new
graduate courses in Psychology:

Psyc 744-3 Proseminar in Psychopathology
Psyc 906-3 Validation Techniques
Psyc 907-3 Evaluation Techniques

These courses were approved by the Senate Graduate Studies Committee
on August 11, 1975.



~~Jon Wheatley~~
Dean of Graduate Studies.

mm/

SIMON FRASER UNIVERSITY

MEMORANDUM

To Senate Graduate Studies Committee

From Marian McGinn

Registrar's office

Subject NEW GRADUATE COURSES, PSYCHOLOGY

Date July 25, 1975

The Executive Committee of the Senate Graduate Studies Committee has recommended to the Senate Graduate Studies Committee that the new Graduate courses in Psychology be approved.

/lg

SIMON FRASER UNIVERSITY

MEMORANDUM

To Executive - Senate Graduate Studies
Committee

From L. Kendall, Chairman, Dept. of Psychology
Graduate Studies Committee

Subject New Course Proposals.

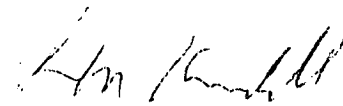
Date July 16, 1975

Consultation has now been completed with relevant graduate studies personnel in Biology, Physics, Mathematics, Communications and Interdisciplinary Studies concerning the proposals for three new psychology courses.

In discussions with the various representatives, it was agreed that the three courses, Psychology 744 - Proseminar in Psychopathology, Psychology 906 - Validation Techniques and Psychology 907 - Evaluation Techniques, could be given without prerequisites from other departments. It was established in discussions with Communications and Interdisciplinary Studies that a course being offered on an experimental basis dealing with the rationale of research and measurement could be highly recommended as a complement to the courses in Validation and Evaluation Techniques.

The relation of the proposed new courses, Psychology 906, and 907 to present courses Psychology 715 and 915 is as follows: Psychology 715 is a Proseminar in Measurement and provides a broad coverage of major topics in the field. It is intended to be essentially a survey for students beginning advanced work in the field. Psychology 915 is a Seminar in Measurement and deals intensively with selected topics such as multidimensional scaling, generalizability theory, assessment, etc. Both of these courses are theoretical in nature.

The two new courses on Validation Techniques and Evaluation Techniques are intended primarily to provide supervised, practical experience in the application of selected standard statistical methods and research designs. The emphasis is on learning by doing. It is felt that these new courses will add an important and necessary dimension to the training of students who will be involved in quantitative work in psychology.



L.M. Kendall.

LMK:jl

SIMON FRASER UNIVERSITY

MEMORANDUM

To M. McGinn
Assistant Registrar, Grad.
Studies

From S. K. Thomason
Chmn, Grad Studies Cttee
Mathematics

Subject New Grad. Courses--Psyc.

Date July 4, 1975

I have read the proposed course outlines for Psyc. 906 and 907. It appears to me that the courses are, as suggested by their titles, intended to emphasize techniques of validation and measurement in practical situations, and not the purely mathematical material relevant to those techniques. That mathematical material is largely (but not entirely) within the areas of probability and statistics. No doubt a student who had taken Math 486, 489, and 490 would understand why the computational aspects of the techniques are the way they are, more easily than a student not so well prepared mathematically. I think, however, that the computational aspects comprise only perhaps ten percent of the proposed courses. If so, then it would seem quite inappropriate to require any of Math 486, 489, or 490 as prerequisites.

There may be a slight problem in that the proposed courses will overlap to a small degree with existing undergraduate mathematics courses. But since the overlap is so small, and since the proposed courses are graduate courses with small expected enrollment, I think the overlap can be excused.

I will, if the Committee wishes, arrange to have a more comprehensive investigation made into the questions of mathematical prerequisites and course overlaps. This would require that a member of our Department who is familiar with applications of statistics determine the mathematical content of each of the items in the proposed course outlines. Unless the Committee has some reason especially to doubt the reasonableness of the proposed courses, I would not recommend taking the time and trouble for a more comprehensive investigation.

c. Dr. Lorne Kendall, Psychology

K. Thomason

SIMON FRASER UNIVERSITY

MEMORANDUM

JUN 30 1975

DEAN OF GRADUATE
STUDIES OFFICE

To... Dr. J. Wheatley,
..... Dean of Graduate Studies.
Subject... Course Proposals - Pysc 906, 907
From... R.C. Brown, Dean, Faculty of
..... Interdisciplinary Studies.
Date... June 25, 1975.

The Faculty Graduate Studies Committee for Interdisciplinary Studies discussed these proposed courses and agreed that they do not overlap significantly with the new course proposed in our Faculty. This latter course was introduced to deal with the need for a critical examination of the assumptions, rationale and methodology of Social Science Research at a deeper level than is presently offered to students. The Psychology courses are obviously designed to look at practical problems of the evaluation and validation of particular research problems.

Nevertheless, our committee did feel that the proliferation of courses in research design and measurement should be considered carefully; e.g. does this imply that earlier courses (e.g. Pysc 715, 906, 911, 915) would not fully prepare the student for problems he may encounter in his research?).

R.C. Brown

SIMON FRASER UNIVERSITY

MEMORANDUM

To J. Wheatley, Dean

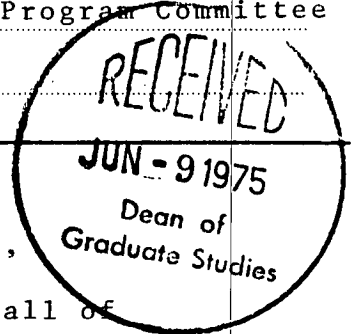
Graduate Studies

Subject Psychology 744-3

From B.P. Clayman, Chairman

Physics Graduate Program Committee

Date 6 June 1975



On Thursday, 5 June 1975, Dr. K. Colbow and I, representing this department, met with Dr. L. Kendall of the Psychology Department and Dr. H.L. Speer of the Biological Sciences Department to discuss the advisability of science prerequisite requirements for this course. This included examination of the course outline and the textbook proposed for the course.

The actual biophysical component of the course is small. There will be some discussion of biological causes of psychopathy, but the main emphasis will be on sociocultural and psychological causes. Biophysical treatments such as electric shock and chemo-therapies will be discussed, but in a descriptive, non-analytic way, with emphasis on empirical results, not the underlying mechanisms. Other forms of therapy will be given more attention.

I conclude that, although some Physics background, especially in the area of electromagnetism would be useful to students in this course, it is not essential. I therefore recommend that no physics courses be made prerequisite to this course.

BPC/mgj

A handwritten signature in cursive script, appearing to read "B.P. Clayman".

B.P. Clayman

SIMON FRASER UNIVERSITY

MEMORANDUM

To J. Wheatley
Dean of Graduate Studies

From H.L. Speer, Chairman
Graduate Studies Committee
Biological Sciences

Subject PSYC 744

Date June 6, 1975

JUN - 9 1975

DEAN OF GRADUATE
STUDIES OFFICE

I recently attended a meeting with a member of the Psychology Department to discuss possible biology prerequisites for PSYC 744. In my opinion no biology prerequisites are indicated.

HLS/kjm

Henry L. Speer

SIMON FRASER UNIVERSITY

ADMINISTRATIVE

To Dr. Lorne Kendall, Chairman
Graduate Program Committee
Department of Psychology

From Marian McGinn
Registrar's Office

Subject Course Proposals for Psyc 744, 906, 907

Date May 28, 1975

Please be advised that the new course proposals for Psyc 744, 906 and 907 were considered by the Executive Committee of the Senate Graduate Studies Committee at their meeting on May 26, 1975.

The Committee has referred the proposal for Psyc 744 back to your Department for comment on course prerequisite requirements and has also referred it to the Departments of Physics, Biology, Kinesiology and Communications for their comments on prerequisite courses.

The course proposals for Psyc 906 and 907 have been referred to the Department of Mathematics for comment on course prerequisite requirements. The Committee would also like to know from you how Psyc 906 and 907 relate to Psyc 715 and 915 and to the new course proposed in the Faculty of Interdisciplinary Studies.

mm/

cc Department of Physics
Department of Biology
Department of Kinesiology
Department of Communication Studies
Department of Mathematics

SIMON FRASER UNIVERSITY

MEMORANDUM

To Ms. Marian McGinn, Secretary
Senate Committee on Graduate
Studies
Subject New Graduate Course Proposals

From W.A.S. Smith, Dean
Faculty of Arts
Date May 13, 1975

The Faculty of Arts has approved by referendum ballot the following new graduate course proposals. Would you please place these on the agenda of the next Senate Committee on Graduate Studies.

Psychology 744-3, Proseminar in Psychopathology
Psychology 906-3, Validation Techniques
Psychology 907-3, Evaluation Techniques

Thank you.

S. Roberts for W.A.S. Smith.

W.A.S. Smith

RECEIVED

MAY 14 1975

REGISTRAR'S
OFFICE

SIMON FRASER UNIVERSITYNew Graduate Course Proposal Form

Form CS.8

CALENDAR INFORMATION:Department: PSYCHOLOGY Course Number: 744Title: PROSEMINAR IN PSYCHOPATHOLOGY

Description: _____

Faculty of Arts

APR - 7/1975

Credit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: _____ENROLLMENT AND SCHEDULING:Estimated Enrollment: 6-10 When will the course first be offered: Spring, 1976How often will the course be offered: Once per year or as student demand and faculty availability permit

JUSTIFICATION: Psychopathology is an important content area in psychology and is an essential prerequisite for advanced study of assessment and intervention techniques. Research in the general area of psychopathology is popular with four theses completed and three now under way. Instruction is available only at the undergraduate level now, or through informal reading programs, so the addition of this proseminar would fill an important deficiency in our present offerings at the graduate level.

RESOURCES:Which Faculty member will normally teach the course: Dr. E.M. Coles, Dr. J.E. MarciaWhat are the budgetary implications of mounting the course: NilAre there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course
 - c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Feb 4, 1975

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: S. Roberts for WAS Smith Date: Mar 13/75

Psyc 744: Psychopathology

Course Outline

I. Classification & Diagnosis

1. Concepts of abnormality & mental illness
2. Diagnostic classification
3. Diagnostic procedures

II. Symptomatology

1. Cognitive disorders
2. Affective disorders
3. Conative disorders

III. Aetiologies

1. Biophysical
2. Sociocultural
3. Psychological

IV. Therapies

1. Biophysical
2. Psychological
3. Sociocultural

COMPETENCE OF FACULTY TO GIVE THE COURSE

744 - PROSEMINAR IN PSYCHOPATHOLOGY

DR. E.M. COLES: Assistant Professor

Ph.D. 1964 University of London

Areas of competence include: personality,
psychopathology.

Courses taught: personality, psychopathology
feeling and emotion, motivation.

Research areas: psychopathology, program evaluation.

DR. J.E. MARCIA: Associate Professor

Ph.D. 1964 Ohio State University

Areas of competence include: psychopathology,
personality.

Courses taught: clinical, personality, psychotherapy
psycholinguistics, abnormal, history and systems,
learning, tests and measurements.

Research areas: Ego identity states.

- Chassan, J.B. "Research design in clinical psychology and psychiatry".
New York: Appleton-Century-Crofts, 1967.
- Eysenck, H.J. "Handbook of abnormal psychology: an experimental approach".
New York: Basic Books, Inc. supplemented by current journal articles.
- Gottschalk, L.A. & Auerbach, A.H. "Methods of research in psychotherapy".
New York: Appleton-Century-Crofts, 1966.
- Hoch, P. & Zubin, J. (eds) "The evaluation of psychiatric treatment".
New York: Grune & Stratton, 1964.
- Hamilton, M. "Lectures on the methodology of clinical research."
London: E. & S. Livingstone Ltd., 1961.
- Millon, T.M. (ed) "Theories of psychopathology". Philadelphia
W.B. Saunders, 1967.
- Rimm, D.C. & Masters, D.C. "Behaviour therapy: techniques and empirical
findings". New York: Academic Press, 1974.
- Schwitzgebel, R.K. & Kolb, D.A. "Changing human behaviour: principles of
planned intervention". McGraw-Hill, 1974.
- Sells, S.B. (ed) "The definition and measurement of mental health". U.S.
Department of Health, Education & Welfare, 1968.
- Tharp, R.G. & Wetzel, R.J. "Behaviour modification in the natural environ-
ment". New York: Academic Press, 1969.
- Jackson, D.D. The etiology of schizophrenia. Basic Books, 1960.

New Graduate Course Proposal Form

Form CS.8

1. CALENDAR INFORMATION:Department: Psychology Course Number: Psyc. 906Title: Validation Techniques

Description: _____

Credit Hours: 3 Vector: 1-0-4 Prerequisite(s) if any: _____
equivalent of Psyc. 3062. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 6-10 When will the course first be offered: Fall 1975How often will the course be offered: Once every year or as required by student demand and faculty availability

3. JUSTIFICATION: Provides an essential background in basic theory and supervised application of validation techniques. In conjunction with Psyc. 907 this course is important for those who plan to work in the community. The course will acquaint students with many of the applications of validation techniques.

4. RESOURCES:Which Faculty member will normally teach the course: Dr. Kendall, Dr. KoopmanWhat are the budgetary implications of mounting the course: None. Course can be given by existing faculty and supplemented by approved additional faculty.Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 1975

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: S. Roberts for W.A.S. Smith Date: May 13/85

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

OUTLINE FOR PSYC 1... '906

VALIDATION TECHNIQUES

In this course a heavy emphasis is placed on practice in applying validation techniques to determine the relations of single actual outcomes with outcomes predicted from measures of prior status, or with expected outcomes resulting from treatment programs. Illustrations and problems will be taken from ongoing research programs in various community settings.

The following topics will be dealt with, and practice in the use of relevant techniques will be provided, within the context of applied research.

What is to be measured

Methods of measurement and sources of information

- structured task performance
- observation
- self report
- peer reports

Requirements of good measures

- APA Standards for Tests

Sources of review information on published tests

Methods for evaluating the quality of measures - reliability

- equivalence
- stability
- internal consistency

Methods for evaluating the quality of measures - internal validity

- construct validity
- convergent and discriminant validity

Predictive validity and effectiveness

- assessment correlates of criteria
- treatment correlates of criteria
- effectiveness and decision making

Structural properties of measures which affect quality

- item difficulty
- response format
- interitem correlations
- content sampling

Improving the quality of measures - internal analysis

- increasing internal consistency
- clarifying dimensions
- item analysis methods

Standardization and norms

Testing and the ethics of discrimination

COMPETENCE OF FACULTY TO GIVE THE COURSE

906 - VALIDATION TECHNIQUES

DR. L.M. KENDALL: Professor

Ph.D. 1963 Cornell University

Areas of competence include: measurement and research design.

Courses Taught: measurement, test construction, survey design, research design, multivariate statistics, motivation and work, industrial psychology, selection and placement, social issues, perception, personality assessment, social psychology.

Research areas: measurement, criterion development, program evaluation, job satisfaction, context interaction.

DR. R.F. KOOPMAN: Assistant Professor

Ph.D. 1968 University of Illinois

Areas of competence include: multivariate analysis, research design, measurement.

Courses taught: data analysis, test construction, measurement, cognition, research design.

- Albright, Glennon & Smith. The use of psychological tests in industry, Allen, 1963.
- Butcher, J.N. (Ed.) Objective personality assessment: changing perspectives. Academic, 1972
- Cattell, R.B., The Scientific Analysis of Personality, Penguin, 1965
- Cottle, W.C. The MMPI: A Review, University of Kansas Press, 1953
- Cronbach, L.J. and P.E. Meehl, Construct validity in psychological tests, Psychological Bulletin, 1955, 52, 281-302
- Cronbach, L.J. Gleser, G.C., Nanda, H., & Rajaratham, N. The dependability of behavioral measurement. Theory of generalizability of scores and profiles, Wiley, 1972
- Cronbach & Gleser. Psychological tests and personal decisions. University of Illinois, 1965
- Dahlstrom, W.G., and G.S. Welsh, An MMPI Handbook: A Guide to Use in Clinical Practice and Research, University of Minnesota Press 1960
- Educational and Psychological Measurement
- Edwards, A.L., The Measurement of Personality Traits by Scales and Inventories, Holt, Rinehart and Winston, 1970
- Gronlund, N.E. (Ed.) Readings in measurement and evaluation. Macmillan, 1968
- Guion, R.M. Personnel testing. McGraw-Hill, 1965.
- Hawck, M., & Steinkamp, S. Survey reliability and interviewer competence. University of Illinois, 1964

Horst, P. Psychological measurement and prediction. Wadsworth, 1966

Journal of Consulting Psychology

Journal of Educational Measurement

Journal of Educational Psychology

Mehrens, W.A., & Lehmann, I.J. Measurement and evaluation in education and psychology. Holt, Rinehart, and Winston, 1973

Murstein, B.I. Theory and Research in Projective Techniques, Wiley, 1963

Nunnally, J. Psychometric theory. McGraw-Hill, 1967

Psychometrika

Solomon, H. (Ed.) Studies in item analysis and prediction. Stanford, 1961

Super, D.E. & Crites, J.O. Appraising vocational fitness. Revised ed.
Harper, 1962

Thorndike, R.L. (Ed.) Educational measurement, 2nd Ed.

New Graduate Course Proposal Form

Form GS.8

1. CALENDAR INFORMATION:

Department: Psychology Course Number: Psyc. 907
Title: Evaluation techniques
Description: _____
Credit Hours: 3 Vector: 1-0-4 Prerequisite(s) if any: _____
Psyc. 906, Rec: Psyc. 911, 310
or 715 or equivalent

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: Spring 1976
How often will the course be offered: Once every year or as required by student demand
and faculty availability

3. JUSTIFICATION:

Essential for those making decisions regarding intervention in any community setting.
Core course for students specializing in quantitative psychology or intending to work
in areas involving application of assessment techniques and in program evaluation.

4. RESOURCES:

Which Faculty member will normally teach the course: Dr. Kendall, Dr. Koopman
What are the budgetary implications of mounting the course: None. Course can be
given by existing faculty and supplemented by approved additional faculty

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: March 14, 1975

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: 8 Roberts Sen WAC Smith Date: March 13/75

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Evaluation Techniques

Outline

Presents theory and principles of program evaluation through illustrations and problems encountered in ongoing research programs in various community settings.

The following topics will be dealt with, and practice in the use of relevant techniques will be provided, within the context of applied research.

Specification of the domain of study - range of generalizability

- selection and description of subjects
- selection and description of predictors
- selection and description of moderators
- selection and description of treatments
- selection and description of situations

Development of comprehensive and representative criteria

- declaration of goals
- absolute, inferred, and judged standards
- ratings of performance
- indicators of status

Problems in measurement of change and growth

- discrepancy or gain scores
- quasi-experimental designs

Determining quality of initial input data

- adequacy of sampling
- bandwidth and fidelity

Improving quality of input data

- condensation
- differentiation
- elimination of garbage

Combining information

- judgmental vs. statistical methods

Multiple regression, discriminant analysis, and canonical analysis

- concepts
- methods of application to decision making

Decision making

- classification
- selection
- placement
- treatments

Evaluation of decision effects

- base rates and efficacy
- cost/benefit analysis

COMPETENCE OF FACULTY TO GIVE THE COURSE

907 - EVALUATION TECHNIQUES

DR. L.M. KENDALL: Professor

Ph.D. 1963 Cornell University

Areas of competence include: measurement and research design.

Courses taught: measurement, test construction, survey design, research design, multivariate statistics, motivation and work, industrial psychology, selection and placement, social issues, perception, personality assessment, social psychology.

Research areas: measurement, criterion development, program evaluation, job satisfaction, context interaction.

DR. R.F. KOOPMAN: Assistant Professor

Ph.D. 1968 University of Illinois

Areas of competence include: multivariate analysis, research design, measurement.

Courses taught: data analysis, test construction, measurement, cognition, research design.

- Bass, B.M., and I.A. Berg (Eds.), Objective Approaches to Personality Assessment, Van Nostrand, 1959
- Beegle, C.W. & Brandt, R.M. (Eds.) Observational Methods in the classroom Washington: Association for Supervision and Curriculum Development, 1973
- Bijou, S.W., and R.D. Peterson, "The psychological assessment of children: a functional analysis." In P. McReynolds (Ed.), Advances in Psychological Assessment, Vol. 2, Science and Behavior Books, 1971, pp. 63-78
- Blalock, H.M., Causal inferences in non-experimental research, University of North Carolina Press, 1964.
- Block, J., The O-sort Method in Personality Assessment and Psychiatric Research, Thomas, 1961
- Blurton-Jones, N. (Ed.) Ethological studies of child behavior. Cambridge University Press, 1972
- Butcher, J.N. (Ed.) Objective personality assessment: changing perspectives. Academic, 1972
- Campbell, D.T. & Stanley, J.C. Experimental and quasi-experimental designs for research, Rand McNally, 1963
- Campbell, Dunnette, Lawler & Weick. Managerial behavior, performance, and effectiveness. McGraw-Hill, 1970
- Caro, Francis, Readings in evaluation research. Russell Sage Foundation 1971
- Cattell, R.B., H.W. Eber, and M. Tatsuoka, Handbook for the Sixteen Personality Factor Questionnaire, Institute for Personality and Ability Testing, Champaign, Ill. (1970).
- Cohen, D.H. & Stern, V. Observing and recording the behavior of young children. Bureau of Publications, Teachers College, Columbia University, 1968

Crano, W.D. & Brewer, M.B. Principles of Research in Social Psychology.
McGraw-Hill, 1972

Cronbach, L.J., Gleser, G.C., Nanda, H., & Rajaratham, N. The dependability
of behavioral measurement. Theory of generalizability of scores
and profiles. Wiley, 1972

Cronbach & Gleser. Psychological tests and personal decisions
University of Illinois, 1965.

Converse, J.M. & Schumon, H. Conversations at random: Survey research as
interviewers see it. Wiley, 1974

Dahlstrom, W.G., and G.S. Welsh, An MMPI Handbook: A Guide to Use in
Clinical Practice and Research. University of Minnesota Press
1960

Educational and Psychological Measurement

Edwards. Techniques of attitude scale construction

Fricke, B.G., Opinion, Attitude, and Interest Survey Handbook, University
of Michigan Press, 1963

Fishbein (Ed.). Readings in attitude theory and measurement. Wiley, 1967

Glaser, D. Routinizing evaluation: Getting feedback on effectiveness
of crime and delinquency programs, 1973

Gronlund, N.E. (Ed.) Readings in measurement and evaluation. MacMillan
1968

Guion, R.M. Personnel testing. McGraw-Hill, 1965

Hawck, M., & Steinkamp, S. Survey reliability and interviewer competence
University of Illinois, 1964

Harris, C. (Ed.) Problems in measuring change. Wisconsin, 1962

Johnston, O.G. & Bommarito, J.W. Tests and measurements in child develop-
ment: a handbook. Jossey-Bass, 1971

Journal of Consulting Psychology

Journal of Educational Measurement

Journal of Educational Psychology

Kelly, E.L., An evaluation of the interview as a selective technique,
Proceedings of the 1953 Invitational Conference on Testing
Problems, Educational Testing Service, 1954

Kahn & Cannell. The dynamics of interviewing. Wiley, 1957

Mehrens, W.A., & Lehmann, I.J. Measurement and evaluation in education
and psychology. Holt, Rinehart, and Winston, 1973

Murray, H.A. Explorations in Personality, Oxford University Press, 1938

McReynolds, P. (Ed.), Advances in Psychological Assessment, Vol. 1,
Science and Behavior Books, 1968

Moser, C.A. & Kalton, G. Survey methods in social investigation. 2nd Ed.
Basic Books, 1972

Manheim, H. & Wilkins, L. Prediction methods in relation to Borstal
training, 1955

Molof, M.J. Statistical prediction of recidivism among female parolees.
1970..

MacNaughton-Smith. Some statistical and other numerical techniques for
classifying individuals. 1965

Nunnally, J. Psychometric theory. McGraw-Hill, 1967

Newman, J.R. The prediction of recidivism for misdemeanor offenders
released from Los Angeles County Jail. 1972

Psychometrika

- Rorschach, H., Psychodiagnostik, Huber, 1921
- Rozenboom, W.W. Foundations of the theory of prediction. Dorsey, 1966
- Rulon, P.S. Tiedeman, Tatsuoka, & Langmuir. Multivariate statistics for personnel classification
- Rappeport, J. The clinical evaluation of the dangerousness of the mentally ill. 1969.
- Stephenson, W. The study of behavior: O-technique and its methodology, University of Chicago Press, 1953
- Stern, Stein & Bloom. Methods in personality assessment. Free Press, 1956
- Solomon, H. (Ed.) Studies in item analysis and prediction. Stanford 1961
- Smith, P.C. Kendall, L.M. & Julin, C.L. The measurement of satisfaction Rand McNally, 1969
- Smith, R.C. & Kendall, L.M. Retranslation of expectations. Journal of Applied Psychology, 1963, 47, 1949-155
- Simon, F.H. Prediction methods in criminology, 1971
- Super, D.E. & Crites, J.O. Appraising vocational fitness. Revised ed. Harper, 1962
- Thorndike, R.L. (Ed.) Educational measurement, 2nd Ed.
- Thorndike, R.L. Personnel selection. Wiley, 1949
- Tufts, E. & Witmer, L.H. The effectiveness of delinquency prevention programs. 1954.
- Tucker, A model for central prediction. Psychometric Monograph 1963, No. 10
- Wiggins, J. Personality and prediction: principles of personality assessment. Addison-Wesley, 1973
- Weiss, Carol. Evaluating action programs. Allyn & Bacon, 1972

Wilkins, L. Evaluation of penal measures. Random House 1969

Zubin, J., Eron, L.D. & Schumer, F. An experimental approach to projective techniques. Wiley, 1965

Zimring, F. & Hawkins, G. Deterrence. University of Chicago Press, 1973

Gottfredson, D.M. Assessment of prediction methods in crime and delinquency Task force report. (Katzenbach Commission) 1967

Bergin, A.E. The evaluation of therapeutic outcomes. In A.R. Bergin & J.L. Garfield (Eds.) "Handbook of psychotherapy and behavior change: an empirical analysis." New York: Wiley, 1970.

Eysenck, H.J. The effects of psychotherapy. In H.J. Eysenck (Ed.), Handbook of abnormal psychology. London: Pitmans, 1960

Eysenck, H.J. Note on "Factors influencing the outcome of psychotherapy", Psychological Bulletin, 1972, 78, No. 5, 403-405.

Garfield, S.L. & Bergin, A.E. Therapeutic conditions and outcome. Journal of Abnormal Psychology, 1971, 77, 108-114.

Garfield, S.L., Prager, R.A. & Bergin, A.E. Evaluation of outcome in psychotherapy. Journal of Consulting and Clinical Psychology, 1971 37 (3), 307-313.

Luborsky, L., Chandler, M., Auerbach, A.H., Cohen, J., & Bachrach, H.M. Factors influencing the outcome of psychotherapy: a review of quantitative research. Psychological Bulletin, 1971, 75, 145-185.

Strupp, H.H. & Bergin, A.E. Research in individual psychotherapy: a bibliography. Chevy Chase, Md.: National Clearinghouse for Mental Health Information, 1969.