

PSY 504: PSYCHOLOGICAL MEASUREMENT

Psychological Assessment Development & Presentation (Due 11/19 & 12/3)

In a group (see page 4 for group members - TBD) you are required to develop a psychological assessment and present it to your peers. It is highly suggested that you follow the outline below as close as possible to help organize your assessment development. Along with your assessment, you are required to complete a written document addressing the outline content below.

Additionally, you are required to formally present (PowerPoint) your psychological assessment to your peers. **Presentations (with your completed assessment) will be done in class on 11/19 or 12/3. Your written document should be emailed to me no later than 12/3:**

am.volungis@assumption.edu. Each student must complete a “Presentation Observation” form, in class, for each presentation (see page 5). **This presentation accounts for 20% of your grade and observations account for 5% of your grade [25% total].**

Psychological Assessment Development

A. Disorder/Problem of Concern

- a. Describe the characteristics of the diagnostic disorder/problem (i.e., dysfunctional thoughts, emotions, behaviors, impact on life). If it is a DSM disorder, go beyond specific DSM-5 symptom criteria.
- b. Provide a rationale for the chosen disorder/problem. For example, is the number of available assessments limited/minimal (if any)? Perhaps there are other available assessments, but you believe they have some flaws (or at least could be better) and/or do not approach/assess the disorder/problem in the way you think it should. Of course, in order to provide a clear and sound rationale you will have to research what assessments already exist (if limited/minimal, consider similar assessments).

B. Nature of Assessment

- a. Item content
 - i. e.g., thoughts, emotions, behaviors, physiological, physical, outcomes/consequences, performance
 - ii. e.g., severity of distress, identification of deficiencies/strengths, impact on interpersonal relations, impact on work/school
- b. Source of reporting
 - i. e.g., self-report, observer-report (e.g., caregivers, teachers, significant others), therapist report, observation by a trained para/professional
- c. Target population
 - i. e.g., age range, gender, setting (e.g., outpatient/inpatient), reading/education level
- d. Provide a rationale for item content, source of reporting, and target population

C. Administration and Scoring

- a. Instructions for administration
 - i. What should the therapist know?
 1. e.g., directions, rapport
 - ii. What should be communicated to the client?

- b. Scoring procedures
 - i. Likert scale (e.g., 0-4; consider wording), T/F or yes/no (typically counted 1/0), observer counts (including operational definitions)
 - ii. e.g., overall score/scale, subscales
 - iii. e.g., score range and proposed cutoff scores for each scale (e.g., clinical/non-clinical; none, mild, moderate, severe)
 - 1. Note: actual cutoff scores can only be done after psychometric testing
 - iv. Provide a rationale for chosen scoring procedures
- c. Interpretation and reporting of scores
 - i. Identify/describe what the scores “mean”
 - ii. Strategies for communicating scores to clients in a clear but supportive manner

D. Assessment Development Process

- a. Create potential assessment items
- b. Review and pilot assessment items
 - i. *Test on yourself and other volunteers
 - ii. Receive feedback on the quality of the items and assessment overall
 - 1. Consider semi-structured feedback form (best to have reasons for both high quality and low quality items)
- c. Evaluate/revise assessment items based on feedback
 - i. Log specific items that were retained, revised, removed
 - ii. Keep original, revisions, and final
 - iii. Steps Da-c can be repeated (if necessary)

E. Proposed Technical Evaluation

- a. Norms – desired population characteristics to develop psychometric properties for assessment
 - i. e.g., size, age, gender, race/ethnicity, reading/education level, geographic region
 - ii. e.g., procedures to obtain sample
 - iii. Provide a rationale for desired population characteristics
- b. Reliability
 - i. Test-retest, parallel forms, inter-rater, internal consistency (split-half, Kuder-Richardson, Cronbach’s alpha)
 - 1. Note what type analyses would be performed
 - 2. Provide a rationale for each reliability test
- c. Validity
 - i. Content, criterion (concurrent or predictive), convergent/discriminant
 - 1. Note what type of analyses would be performed
 - 2. Provide a rationale for each validity test

F. Practical Applications of Assessment

- a. How does this assessment inform treatment planning and interventions?
- b. Why might this assessment be “better” (or more appropriate for your target population) than what is currently available?
- c. Potential strengths and limitations of the assessment

G. References (APA format)

- a. Briefly annotated

H. Final Report and Assessment Submitted Day of Presentation

*All volunteers should be emailed the “**Debriefing and Mental Health Resources**” document. Volunteers should email back confirming receipt of email and state that they have read the document (ignore the Signature List on the last page). Please retain these emails until the end of the semester.

Psychological Assessment Presentation

A. Present Your Psychological Assessment to Your Peers

- a. Present your psychological assessment using the above outline
 - i. Must be in PowerPoint
 - ii. You can summarize key points for each section (but still be clear, not vague)
 - iii. Each group will have approximately 45-50 minutes to present (including parts B and C below)
 - iv. Each group member must present
- b. Additional handouts can be provided, if appropriate

B. Demonstrate How to Administer, Complete, and Score Assessment

C. Class Questions

- a. Consider what you would ask your peers if they were observing your presentation live (i.e., what type of feedback would be helpful?)

Additional Presentation Considerations

- Preparedness of group/presentation
- Speak/communicate in a clear and coherent manner
- Effectiveness in “teaching” the information
- Minimal reading verbatim from a script
- Use of time
- Overall structure and flow of presentation

Presentation Groups

Group 1 (4)

TBD

Group 2 (4)

TBD

Group 3 (4)

TBD

Group 4 (3)

TBD

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Presentation Observation

Your fellow peers (and you) are presenting on a proposed mental health assessment. It is expected that you provide each presentation your full attention (just like you would want your peers to do for your presentation). Please answer the questions below in order to demonstrate active observation and understanding for your peers' presentations. ***Your presentation observations account for 5% of your grade.***

Your Name: _____

Presenter Names: _____

Assessment Name: _____

Please answer these four questions:

- 1) What are some **potential strengths** of this assessment (try to consider: reliability, validity, administration, scoring, interpretation/communication of results).

- 2) What are some **potential weaknesses** of this assessment (try to consider: reliability, validity, administration, scoring, interpretation/communication of results).

- 3) What is the **potential clinical utility** of this assessment (e.g., problem/disorder, target population, relevance to therapy, inform treatment plan [goals and interventions])

- 4) What did you enjoy most from this presentation (e.g., content and/or style, something learned)?

- 5) What are at least two questions you have following this presentation?

