

PSY 504: PSYCHOLOGICAL MEASUREMENT
Fall 2018

Psychological Assessment Development & Presentation
(Due 11/20 & 11/27)

In a small group (4) 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 your psychological assessment to your peers. Your psychological assessment and presentation are **due on 11/20 and 11/27**. Your typed document of your psychological assessment development (and the assessment itself) and the PowerPoint of your presentation should be provide in paper form **and** emailed to me at: am.volungis@assumption.edu.

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 (only 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

- a. Briefly annotated

H. Final Report and Assessment Submitted Day of Presentation

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 has to present
- b. Provide an outline to each member of the class (including professor)
 - i. Additional handouts can be provided, if appropriate

B. Have Class Take Your Assessment

- a. When the class takes the assessment is up to each group (e.g., middle or end)
- b. It is suggested to have a few questions to elicit feedback from your peers

C. Provide Time for Class Questions

- a. At least provide an opportunity to respond to questions at the end of the presentation
- b. Questions can also be asked during the presentation, if appropriate

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