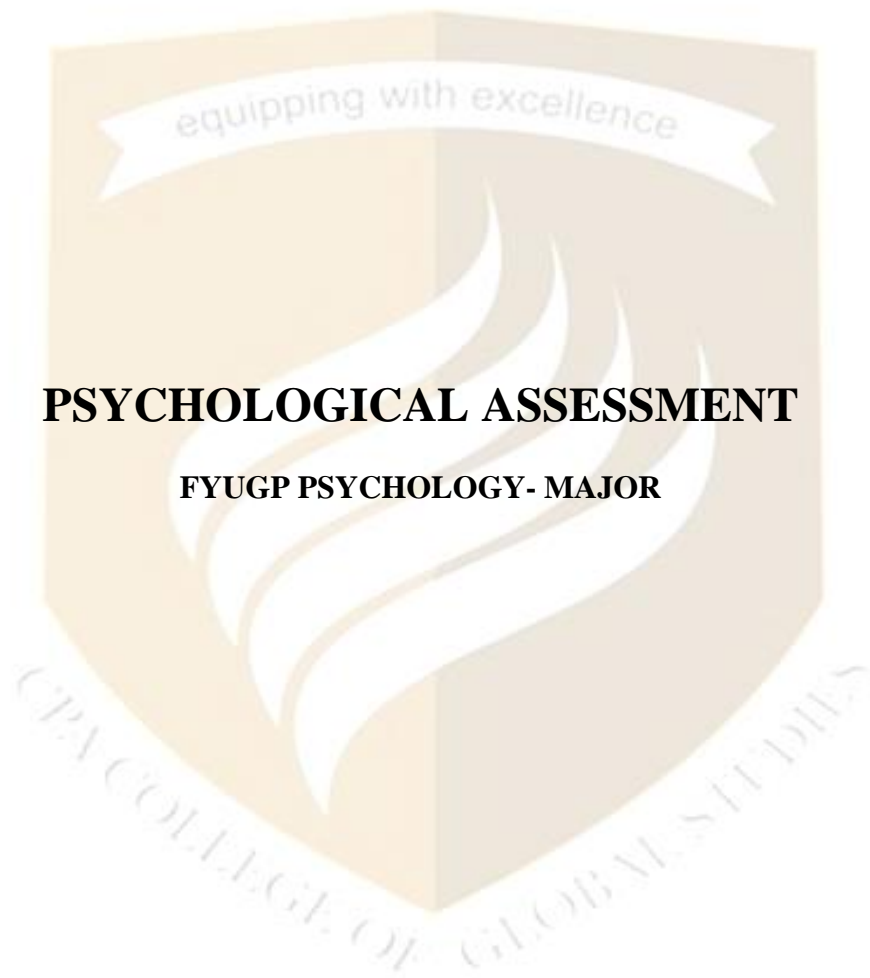


CALICUT UNIVERSITY SECOND SEMESTER

FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)



PSYCHOLOGICAL ASSESSMENT

FYUGP PSYCHOLOGY- MAJOR

CPA COLLEGE OF GLOBAL STUDIES, PUTHANATHANI

Group name: Psychological Assessment

Course code	PSY3CJ201				
Course title	Psychological Assessment				
Type of course	Major				
Semester	II				
Academic level	200 -299				
Course details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours
	4	4		2	60
Pre requisites	NIL.				
Course objectives					



Module 1: Introduction to Psychological Assessment

- Psychological Assessment.
- Instruments for psychological assessment: Test, Interview, Portfolio, Case History, Behavioural Observation, Role play tests, Computer as tools, other tools.
- Measurement: Concept, Levels of measurement and Application
- Psychological test: Definition of Testing, Uses of psychological test,
- Issues in psychological testing, Types of psychological tests.

Module 2: Psychometric Tests

- Psychometric tests: Psychometry. Basic description of stages of test construction.
- Psychometric properties of a test : Measurement Error
- Reliability: Test-retest reliability, Split half reliability, Parallel form reliability, Cronbach alpha, Scorer reliability.
- Validity: Content Validity, Criterion related validity-Concurrent and Predictive Validity, Construct validity: convergent and discriminant validity.
- Norms: Within group norms, Percentile, Standard scores: Z score, T Score, stanine and sten scores.

Module 3: Interviews and Observation

- Interview: Types: Non directive, Informal, Semi-structured, structured but open-ended, open ended, Fully structured Interviews, Clinical interview.
- Achieving and maintaining Rapport
- Development of interview Schedule
- Principles of effective interviewing.
- Sources of Errors in interview
- Recording the interview, Transcription
- Behavioural Observation: Participant Vs Non-Participant Observation, Structured Observation, Controlled Vs Naturalistic Observation

- Qualitative non-participant observation

Module 4: Navigating psychological testing: influences, technology and ethics

- Factors influencing Psychological Testing,
- Errors in psychological testing
- Computers and Psychological Testing
- Gamification in assessment.
- Ethical guidelines in Psychological Testing: Responsibilities of test user and test publisher

Module 5: Activities

1. Prepare an interview schedule (Preferably Semi structured interview schedule with line of enquiry and probes)
2. Develop a procedure for structured observation.
3. Measure any psychological construct using computerized test (eg. PEBL, Psychopy etc.)
4. Re-establish reliability (Test retest, Split half, Alpha) of an existing psychological test (Preferably unidimensional scale developed 20 years back)
5. Re-establish validity of an established psychological test (Criterion related validity)

Activities -Conduct any one of the activity and submit report

Activity: Exposure to certain psychological tests, Discuss on the development of the test.

Identify the type and Interpret reliability, validity and norms of the psychometric tools given by the instructor Read two journals in which interview method or Observation methods are used

Activity: Discuss two scenarios where ethics in assessment is violated. Discuss about the better ways to conduct those assessments.

Books and References:

- Anastasi, A., & Urbina, S. (2017). *Psychological Testing* (7th ed). Pearson India Education Services Ltd.
- Bakeman, R., & Quera, V. (2012). Behavioral observation. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology: Foundations, planning, measures, and psychometrics* (pp. 251-274). American Psychological Association.
- Kaplan, R.M., & Saccuzzo, D.P. (2018). *Psychological Testing: Principles, Applications and Issues* (9th ed.). Boston: Cengage Learning
- Cohen, R.J., Schnieder, W.J., & Tobin, R.M. (2022). *Psychological Testing and Assessment* (10th ed). New York: McGraw Hill LLC
- Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). NY: Routledge
- Gregory, R.J. (2015). *Psychological Testing: History, Principles, and Applications* (7th ed.). UK: Pearson Education Limited
- Singh A . K. (2019) . *Tests, Measurements and Methods in Behavioural Sciences*(6th Edn). New Delhi :Bharathi Bhavan Publishers .

MODULE 1: Introduction to Psychological Assessment

- The roots of contemporary psychological testing and assessment can be traced back to early twentieth-century France.
- In 1905, Alfred Binet and his colleague Théodore Simon developed the first formal test designed to assist in placing schoolchildren in appropriate educational settings.
- This effort emerged from broader social and political reforms in France, where ideals such as liberty, equality, and fraternity had inspired sweeping changes in public education between the 1870s and 1890s

The process of assessment

- Before a formal psychological assessment begins, the assessor often meets with the assessee or relevant others to clarify the purpose of the referral.
- After selecting the appropriate assessment tools, the formal assessment process begins. Once completed, the assessor compiles a report addressing the original referral question. Additional feedback sessions may follow, involving the assessee and relevant third parties like parents or referring professionals
- In collaborative psychological assessment, the assessor actively involves the assessee, asking questions to guide the process and ensure it meets the assessee's needs
- A specific form of this approach is therapeutic psychological assessment, developed by Stephen Finn and colleagues.

The Tools of Psychological Assessment

The Test:

- . Definition of a Test
- A test is a measuring tool or procedure designed to assess a specific variable.
- Psychological Tests vs Medical Tests
- Medical tests examine physical samples like blood or tissue.
Psychological tests analyze samples of behavior
- Differences Among Psychological Tests
Psychological tests can vary greatly due to several factors
- Scoring and Interpretation
- Scoring Methods
- Some tests are:

- Self-scored (by the test taker),
 - Machine-scored (via software),
 - Manually scored (by trained professionals).
- Psychometric Soundness
- Psychometrics is the science of psychological measurement

The Interview

an interview is more than just a conversation; it is a systematic method of gathering information through direct communication, which may involve face-to-face, telephonic, text-based, or online formats.

Types Of Interviews

1. Structured Interviews
2. Unstructured Interviews
3. Situational Interviews
4. Behavioral Interviews
5. Stress Interviews
6. Technical Interviews
7. One-to-One Interviews
8. Video or Phone Interviews

The Portfolio

- A portfolio is a purposeful collection of an individual's work products that demonstrate their skills, achievements, and competencies over time. These can be in various formats—paper, digital, audio, video, or artistic media—and are widely used across disciplines like art, architecture, education, and media.
- For example, employers in fields such as commercial art or broadcast media often evaluate candidates based on portfolios containing sample drawings or audio recordings, respectively.

Case History Data

- Case history data refers to records, transcripts, and other accounts in written, pictorial, or other form that preserve archival information, official and informal

accounts, and other data and items relevant to an assessee

Behavioral observation

- Most of which rely on people's perceptions of behavior, behavioral observation involves watching and recording the behavior of a person in typical environments (e.g., classrooms).

Role-Play Tests

- Role play may be defined as acting an improvised or partially improvised part in a simulated situation

Computers as Tools

- The obvious role as a tool of assessment is their role in test administration, scoring, and interpretation.
- As test administrators, computers do much more than replace the "equipment" that was so widely used in the past.

Psychological testing

- the systematic use of tests to quantify psychophysical behaviour, abilities, and problems and to make predictions about psychological performance.
- The word "test" refers to any means (often formally contrived) used to elicit responses to which human behaviour in other contexts can be related.

What is a test

- A test is a measurement device or technique used to quantify behavior or aid in the understanding and prediction of behavior.
- A spelling test, for example, measures how well someone spells or the extent to which someone has learned to spell a specific list of words
- An item is a specific stimulus to which a person responds overtly; this response can be scored or evaluated (e.g., classified, graded on a scale, or counted). Because psychological and educational tests are made up of items, the data they produce are explicit and hence subject to scientific inquiry.

Properties of a good test

- Standardization
- Reliability
- Validity
- Norms
- Objectivity
- Clinical utility
- Adaptability
- Ethical consideration

Uses of psychological test

- Self-Understanding
- Diagnosis and treatment
- Educational placement
- career guidance

Types of psychological tests

- personality test
- Self-Understanding
- Achievement tests
- Intelligence test
- Aptitude test
- Attitude test
- Projective tests

Ethical Issues In The Use Of Psychological Tests

- **Education and Training**
- **Cultural Competence**
- **Consistent Updating**



Module 2 : Psychometric Tests

- Psychometric tests are structured assessments designed to measure psychological attributes such as a person's:
- Cognitive abilities (e.g., intelligence, reasoning)
- Personality traits
- Aptitudes and skills
- Interests and values
- Emotional functioning

Test construction

- Test Planning / Conceptualization
- Item Writing / Development
- Pilot Testing / Tryout
- Item Analysis
- Reliability and Validity Testing
- Standardization
- Finalization and Manual Preparation

Applications of Psychometric Testing

- Clinical Diagnosis (e.g., depression, anxiety)
- Educational Placement (e.g., special education needs)
- Career Guidance and Counseling
- Employee Selection and Assessment
- Research in Psychology and Social Sciences

Measurement Error

- Psychometric properties refer to the quality and accuracy of a psychological test. The two main properties are:
- Reliability – Consistency of the test results

- Validity – Accuracy of what the test measures
- A third essential consideration is Measurement Error, which affects both reliability and validity.

Reliability

- Test-retest reliability
- Split half reliability
- Parallel form reliability
- Cronbach alpha
- Scorer reliability

Validity:

- Content Validity,
- Criterion related validity-
- Concurrent and
- Predictive Validity,
- Construct validity: convergent and discriminant validity.

Norms

- Norms are reference scores derived from a defined group. They help interpret an individual's test score by comparing it to others

Within-Group Norms

- These are norms developed and applied **within a specific subgroup** of the population, such as age, gender, education level, or cultural background.
- Standard scores transform raw scores into a **common scale** to allow comparisons.

Z Score

- A Z-score measures how many standard deviations a data point is from the mean of a dataset.
- It is calculated using the formula: $Z = (X - \mu) / \sigma$, where X is the data point, μ is the mean, and σ is the standard deviation.

T Score

- A linear transformation of the Z score to eliminate negative numbers and decimals

Stanine Score (Standard Nine)

- Divides the normal distribution into **9 broad intervals**.

Sten Score

- A sten score is a standard 1–10 scale that shows how a person's test result compares to others in the norm group.



Unit-1 : Types of Interviews

a) Non-directive Interview

- Interviewer provides minimal direction or structure.
- Respondent controls pace, topics, and depth of discussion.
- Purpose: Encourage free expression, gather rich qualitative data.
- Example: Counseling sessions where the client talks freely and the therapist only prompts gently.

b) Informal Interview

- Unplanned and conversational in nature.
- Often used to gather initial impressions or background.
- No fixed set of questions — spontaneous flow.
- Example: Talking to a new client in the waiting area before formal assessment.

c) Semi-structured Interview

- Combination of structured questions with flexibility to explore responses in detail.
- Pre-determined core questions + open probes.
- Example: Job interviews with a fixed set of topics but follow-up based on answers.

d) Structured but Open-ended Interview

- Sequence of set questions given to all participants, but answers are open-ended.
- Provides comparability between participants but allows detailed responses.
- Example: Research questionnaires where every participant gets the same list of descriptive questions.

e) Open-ended Interview

- All questions are framed to allow detailed and unrestricted responses.
- Useful in exploring attitudes, beliefs, and experiences in depth.
- Example: Asking “How do you feel about the new work environment?” instead of “Do you like it?”

f) Fully Structured Interview

- Questions are standardized and fixed in order and wording.
- Responses are often in multiple-choice or limited formats.
- Example: Survey-based interviews for large-scale research.

g) Clinical Interview

- Special type used in psychological diagnosis and therapy.
- Covers personal history, symptoms, family background, and mental status.
- May be structured (diagnostic tools) or unstructured (therapeutic sessions).

Unit-2 : Achieving and Maintaining Rapport

- Rapport = mutual trust, respect, and understanding between interviewer and interviewee.

Techniques:

- Use warm greetings and polite tone.
- Maintain eye contact (as culturally appropriate).
- Show empathy and non-judgmental acceptance.
- Avoid rushing; give the person time to respond.
- Be genuinely interested in their responses.

Why important?

- Encourages openness and honesty.
- Reduces anxiety and defensiveness.

Unit-3: Development of Interview Schedule

- Step-by-step process:
- Define purpose – Why is the interview being conducted?
- Choose interview type – Structured, semi-structured, etc.
- Select topics – Key areas to be covered.
- Draft questions – Clear, concise, unbiased.
- Order questions logically – Start with easy/warm-up questions, move to sensitive ones later.
- Include probes – Follow-up prompts for deeper information.
- Pilot test – Try with a small sample and adjust.

Unit-4: Principles of Effective Interviewing

- Be well-prepared and organized.
- Use clear, simple language.
- Avoid leading questions (which hint at the desired answer).
- Listen actively — show you are paying attention.
- Allow silence when needed — gives time for reflection.
- Keep personal opinions separate from the process.
- Summarize and confirm key points with the interviewee.

Unit-5: Sources of Errors in Interview

- Halo effect – Overall impression based on one trait (e.g., assuming a well-dressed person is competent in all areas).
- Horn effect – Negative bias from one observed flaw.
- Interviewer bias – Personal beliefs, stereotypes, or expectations influence interpretation.

- Cultural misunderstandings – Misinterpretation of behaviors or expressions.
- Memory errors – Forgetting details after the interview.
- Recording errors – Inaccurate or incomplete notes.

Unit-6: Recording the Interview & Transcription

- Recording methods: handwritten notes, audio recording, video recording.
- Advantages of recording: preserves accuracy, allows re-checking.
- Transcription: Writing down verbatim the spoken words, including pauses, tone, and non-verbal cues when needed.
- Ethics: Always obtain consent before recording.

Unit-7: Behavioural Observation

Participant Observation:

- Observer joins the group/activity.
- Advantage: First-hand insight into the context.
- Disadvantage: Risk of losing objectivity.

Non-participant Observation:

- Observer watches without involvement.
- Advantage: Maintains objectivity.
- Disadvantage: May miss subtle internal experiences.

Structured Observation:

- Uses checklists or rating scales to record behaviors.

Controlled Observation:

- Conducted in a lab or controlled setting.

Naturalistic Observation:

- Conducted in real-life environments without interference.

Qualitative Non-participant Observation

- Observer does not interact with subjects.
- Focus is on rich, descriptive data rather than numbers.
- Records patterns, themes, and contexts.
- Often used in ethnographic and case study research.

MODULE IV: NAVIGATING PSYCHOLOGICAL TESTING — INFLUENCES, TECHNOLOGY, AND ETHICS

Unit-1. Factors Influencing Psychological Testing

Test-taker variables:

- Motivation (low motivation → poor performance).
- Test anxiety (can lower scores).
- Cultural and language background (may cause misunderstandings).
- Fatigue or illness on test day.

Examiner variables:

- Training and competence.
- Non-verbal behavior and communication style.
- Bias or preconceptions.

Test factors:

- Clarity and simplicity of instructions.
- Appropriateness of test difficulty.
- Reliability and validity of the instrument.

Environmental factors:

- Noise, lighting, temperature.
- Seating comfort and privacy.

Unit-2: Errors in Psychological Testing

- Administrative errors: Wrong instructions, incorrect timing.
- Instrument errors: Outdated or poorly calibrated test tools.
- Scoring errors: Mistakes in manual or computer scoring.
- Interpretation errors: Misunderstanding what a score means.
- Sampling errors: Test items not truly representing the construct.

Unit-3: Computers and Psychological Testing

Advantages:

- Fast scoring and data analysis.
- Reduces human scoring error.
- Allows remote and online testing.
- Immediate feedback possible.

Limitations:

- Technical failures (power, internet).
- May disadvantage people not comfortable with technology.
- Reduced human interaction → less qualitative understanding.

Unit-4: Gamification in Assessment

- Adding game-like features (points, badges, leaderboards) to assessments.

Benefits:

- Increases motivation and engagement.
- Can reduce test anxiety in children and youth.
- Encourages persistence in completing tasks.

Risks: May shift focus from accuracy to “winning.” Could bias results if motivation changes the way a person responds.

Unit-5: Ethical Guidelines in Psychological Testing

Responsibilities of Test User:

- Obtain appropriate training and credentials.

- Use tests only for the purposes they are designed for.
- Maintain test security (no sharing of test items).
- Ensure confidentiality of results. Interpret results carefully and in context.

Responsibilities of Test Publisher:

- Ensure test validity, reliability, and fairness.
- Provide adequate manuals, training, and scoring guides.
- Keep materials updated. Prevent misuse by unqualified individuals.

