

PSY. 470G, PSYCHOLOGICAL ASSESSMENT

TLN 3210; 3 credits, Spring, 1985; 1:30 MWF, 146 Straub
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Definition of Psychological Assessment: The information-gathering and organizing processes for (1) developing impressions and "working images", (2) making decisions and (3) checking hypotheses about the pattern of characteristics which determine behavior of a person or a set of persons in interaction with the environment.

Readings: Assignments include classroom handouts and the following:

- (S) Sundberg, N. D. (1977) Assessment of persons. Englewood Cliffs NJ: Prentice-Hall. (Read entire book.)
- (C) Cronbach, L. J. (1984) Essentials of psychological testing. (4th ed.) New York: Harper & Row. (Read all of chapters 5, 6, 7, 8, 10, 12 & 15. Read sections on the following pages: pp. 35-40, 93-115, 270-300, 383-386, 487-507, 561-573.
- (N&R) Nisbett, R. & Ross, L. (1980) Human inference: Strategies and shortcomings of social judgment. Englewood Cliffs, NJ: Prentice-Hall. (Skim chapter summaries and read last chap., pp.273-296)
- (G) Garb, H. N. (1984) The incremental validity of information used in personality assessment. Clinical Psychology Review, 4, 641-655. (Read the article.)

Background: The prerequisite for the course is Psy. 302 (Statistical Methods) and Psy. 303 (Research Methods) or Math. 425 (Elementary Statistical Methods) or equivalent. It is assumed that students will know introductory statistical concepts, such as median, mean, standard deviation and correlation.

Project Assignments: In addition to the readings above, which will be covered on the examinations, students are to carry out two short written projects. One of these should be reported briefly (5 min.) and informally in class; just speak up at the appropriate time or arrange with instructors. Everyone must do assignment 1; choose between assignments 2 and 3.

1. Ecological Assessment: Operationalize a trait or behavior and develop an observational coding system. Using your system, observe one individual in at least three different settings. (Settings should also be described or, preferably, rated on relevant dimensions.) Present your results and discuss in terms of the disposition vs. situation paradigm.
2. Test Evaluation: Select two published tests, one of maximum performance (e.g. ability) and one of characteristic performance (e.g. personality). Take the test yourself, if at all possible. Read review in the last three Buros yearbooks. Write reviews of the tests, following the outline on C,p.185, and finally compare the two tests' utility according to your judgment and opinion.
3. Recent Journal Articles Related to Chosen Chapter: Chose one of the chapters in Assessment of Persons. Look in the most

recent journals in the Library Reserve Room for articles related to that chapter. Major journals include Educational and Psychological Measurement, Journal of Consulting and Clinical Psychology, Journal of Personality Assessment, Behavioral Assessment, Clinical Psychology Review, Applied Psychological Measurement, and others. Select two articles relevant to one of the chapters, and write a short (3 page) report reviewing the articles and relating them critically to the chapter in the textbook.

Examinations and Grading: Each of the two projects will count 10% of your grade and will be graded on a pass/no pass basis. The examinations will count as follows: 35% for the mid-term and 45% for the final. All examinations will be a mixture of objective items, identification of terms and brief essay questions. The mid-term will be May 1 (Wed.) and will cover assigned readings and lectures before that date. The final will be June 13 (Thurs.) and will cover the whole course, but will emphasize material after the mid-term.

Schedule: This is what we plan, but there may be some revision.

Apr. 3, 5 (W, F): Introductions. Plan for course. Personality and assessment. Quantification. (Read S,1&2)
Apr. 3, 10, 12: Interviewing and observing. (S, 3, 4, 5; C. 15)
Apr. 15, 17, 19: Test construction. Validity. (C, pp. 35-40, pp. 87-115, Chap. 5)
Apr. 22, 24, 26: Reliability. Judging tests. (C, Chap. 6)
Apr. 29(M): Review
May. 1(W): Mid-term examination
May 3 (F): Biopsychological assessment (S, 6)
May 6, 8, 10: General ability (C, Chaps. 7 & 8)
May 13, 15, 17: Styles. Factor analysis. Influences and uses of intelligence tests. Behavioral assessment. (C, pp.270-300, Chap. 10; S, 7 & 10)
May 20, 22, 24: Objective and projective techniques (S,8 & 9; C, 12)
May 29, 31 (W, F): Computerization. Interpretation. Fairness. Integration and case reporting. (C, pp. 383-386, 487-502, 561-573; S, 11; N&R; G)
June 3, 5, 7: Future prospects and needs in assessment. Overview and review. (S, 12)
June 13 (Th): 10:15-12:15, Final Examination

FINAL EXAM

Instructions The exam totals 90 points and is in three parts. Part I is objective and is to be answered on the scorable answer sheet. Write your name on this sheet and your name and student identification number on the answer sheet. Fill in the spaces on the answer sheet to spell out your name and ID number. Part I has 65 items counting one point each. Part II involves identification of terms, each answer counting 0-2 points, for a total of 10 points. Part III is one essay item, counting 15 points. Write directly on the sheets provided for Parts II and III. Turn in all of the test and the answer sheet when finished.

Part I: Objective Items.

MULTIPLE CHOICE: Select the best answer of those given and mark it on the answer sheet.

1. Tom received a score of 105 on a test of motor dexterity. He was told that the average was 85 and the standard deviation of the norm group was 10. What was Tom's T score on this test?
a. 105 b. 2 c. 130 d. 20 e. 70
2. A psychologist was interested in the theory of stimulus seeking and he hypothesized that chronically bored people would choose leisure activities that are more exciting than those chosen by other people. He developed several measures of thrill-seeking and boredom proneness. He correlated his new test of chronic boredom with these measures. Which of the following was he studying?
a. inter-rater reliability c. criterion validity e. content validity
b. construct validity d. generalizability
3. The assessment approaches on the left are matched correctly with the assessor role on the right **with one exception**. Which is it?
a. everyday--participant observer d. psychopathology--lab technician
b. ecology--consultant/facilitator e. growth--stage director
c. learning--researcher/teacher
4. Research on the reliability of tests provides information on the standard error of measurement. In interpreting any test score, it is important to
a. think of the person's true performance as falling in a zone of SE's around the score
b. think of the result as being very unreliable
c. carefully figure the number of times one should give the test
d. ignore the SE, unless it is larger than the result given
e. realize that validity coefficients are little affected by the SE
5. An advantage of criterion keying in test construction is
a. some validity is built into the selection of items
b. factor analysis produces an homogenous scale
c. the respondent is forced to make a choice
d. statements are balanced for social desirability
e. all of the above
6. The ultimate objective of Gilmore's photo-history technique is to accomplish
a. a less confused sense of self-development in the client
b. a lively assessment of life history
c. a pictorial series charting progress through therapy
d. a catharsis of early life experience

7. In analyzing personal documents, the assessor usually tries to group similar episodes to create a series of statements of recurring relationships and themes: the purpose is to produce a(n) _____ of a person
 - a. objective model
 - b. functional analysis
 - c. working image
 - d. diagnosis
 - e. psychoanalysis
8. **All but one** of the following statements are true about the predictive validity of biographical data forms. They
 - a. are as high as those of good tests
 - b. may not hold up due to social changes
 - c. are widely used in clinical assessment
 - d. probably tap important social forces for conformity to roles
 - e. are usually developed by predicting job success
9. Charlotte Buhler, from studies on aging, maintains that activities requiring "_____" and social knowledge reach heights of achievement later in life than those requiring "_____"
 - a. vitality, mentality
 - b. mentality, vitality
 - c. divergent thinking, convergent thinking
 - d. fluid thinking, crystallized thinking
 - e. creativity, persistence
10. The stages of the ideal Hindu life, as discussed in class, differ from those found in American and Western psychologists' writings. Hindus value _____ in old age
 - a. achievement
 - b. activity ("use it or lose it")
 - c. giving up attachments
 - d. having developmental tasks
 - e. less physical ability
11. Dr. Kimball emphasized the need to conduct the mental status examination
 - a. through a flexible interview
 - b. using a set of structured questions
 - c. rarely, since it is often misleading
 - d. by referral to a psychologist
 - e. as part of therapy
12. A mental status examination contains **all but one** of the following features
 - a. evaluation of how a patient talks
 - b. sensorium and intellect
 - c. developmental history
 - d. mood
 - e. behavior and appearance
13. The film "The IQ Myth" made **all but one** of the following points about intelligence testing
 - a. IQ is really a measure of what a child knows
 - b. group tests do not get at reasons for errors
 - c. tests primarily reflect middle-class values
 - d. raw IQ's of some immigrants were used to justify immigration quotas in the 1900's
 - e. IQ is related to success in some jobs
14. The methods of inference in neuropsychological assessment include **all but one** of the following
 - a. pathognomonic signs
 - b. right-left comparisons
 - c. patterns of highs and lows in performance
 - d. levels of performance expected by age and education
 - e. projective analysis
15. Garth McKay's research on bulimia involved selecting a number of questionnaires and tests. Major influences on the selection included
 - a. consideration of time taken to answer the procedures
 - b. ability to repeat measures
 - c. relation to ecology of everyday life
 - d. a and b only
 - e. a, b, and c

16. The kind of analysis that McKay is using on large amounts of data he is collecting involves
 - a. comparison of responses over time (time-series analysis)
 - b. single-case design
 - c. before and after measures
 - d. none of the above
 - e. all of the above
17. Sandra Jenkins reported on her experiences in an internship. She emphasized that assessment of patients requires
 - a. multiple measures
 - b. that interviews can be omitted to save time
 - c. one should follow a pre-arranged order in giving tests
 - d. it is easier to fake the Rorschach than most tests
 - e. the MMPI is seldom used in Minnesota
18. The most valid criticism of the Bender-Gestalt is that
 - a. administrators must be highly trained
 - b. it takes too long to administer
 - c. it gets at only limited kinds of cerebral functioning
 - d. it does not improve on the MMPI as a personality measure
 - e. it does not have high reliability
19. When Gerard coined the phrase "no twisted thought without a twisted molecule" he probably meant
 - a. the reaction to the flicker fusion phenomenon
 - b. the "grapefruit effect"
 - c. a physiochemical abnormality underlying all mental aberrations
 - d. genetic factors are the cause of mental disorders
 - e. twisted thoughts are to be expected in disabled persons
20. Which of the following is an **incorrect** pairing of the terms in relation to levels of interpretation?
 - a. behavioral techniques-high
 - b. projective techniques-high
 - c. objective techniques-medium
 - d. behavioral techniques-low
21. Goldfried and D'Zurilla studied competence of college freshmen by what they called a behavioral-analytic method of test construction. This involved
 - a. using responses rated as effective from a large number of responses to various problematic situations
 - b. analysis of the behavior of college men as they were observed surreptitiously at work
 - c. development of behavioral projective techniques
 - d. differentiating competent from incompetent students in a variety of role enactments of college situations
22. The three strategies for producing scales, or sets of items, in an inventory are as follows
 - a. rational-theoretical, group contrast, and internal consistency
 - b. group contrast, criterion keying, and rational
 - c. criterion keying, judgemental, and rational-theoretical
 - d. factor analysis, item analysis, and behavioral analysis
 - e. objective, projective, and behavioral
23. In the MMPI, a good illustration of the need to consider patterns in the interpretation is the "neurotic V." This consists of which scales, with the middle one low?
 - a. Sc, Pt, Pa
 - b. Hy, Pd, Pt
 - c. Hs, D, Hy
 - d. Sc, Ma, Si
 - e. L, F, K
24. A man is thinking of resigning from his job of five years as a bank teller. His wife and her family want him to join her brother in a lucrative insurance business, but he is unsure. What instrument might you utilize to aid in the decision-making process?
 - a. Allport-Vernon-Lindzey
 - b. MMPI
 - c. Strong-Campbell
 - d. WAIS
 - e. Rorschach

25. Goldfried, Stricker, and Weiner reviewed the Rorschach research critically and found much of the results negative or ambiguous. They identified three possible approaches, of which these two views of the Rorschach seemed most promising
- as an interview and structural test
 - as an interview and perceptual-cognitive task
 - as a source of symbolic interpretation and psychoanalytic insights
 - as an inventory of associations and projections
 - as a way to produce insights and increase fantasy in a client
26. Typical projective theorists believe that the Rorschach is effective as a projective device because
- it provides a sample of the subjects' basic traits
 - usual reality controls over responses are lessened by ambiguous stimuli
 - it provides a sign of crystallized achievements
 - the relation of reported thoughts to behavior is readily validated
 - research has shown that projective techniques are more valid than others
27. Joe's supervisor thinks projective techniques are a waste of time and psychometrically unsound. Nevertheless, Joe wants to include a projective technique as part of his assessment of his patient's psychological adjustment. According to research reported in **Assessment of Persons**, the projective technique he could probably most easily justify to his clinical supervisor is
- Rorschach
 - TAT
 - Draw a person
 - Bender
 - Incomplete Sentences
28. For suspected mental retardation, the psychologist should always include some measure of intelligence and of _____
- motivation
 - habits
 - cognitive style
 - memory
 - adaptive functioning
29. The following seem(s) to be the best conclusion(s) to be reached about the relation of clinical to statistical prediction and the related field of clinical judgement
- in most practical situations, there are no statistical procedures which fit local circumstances well enough to use
 - clinicians are valuable sources of informational input for use in predictive equations
 - judgements have to be fit to the needs of the local delivery system
 - all of the above
 - none of the above
30. Among the 15 points summarizing recommendations for assessors in the book **Assessment of Persons**, all but one of the following are made
- all observations should be interpreted as samples obtained within a certain social system context
 - a useful strategy is to scan the person and the situation broadly before focusing on specific problem details
 - multiple judges are usually better than one
 - avoid jumping to a high inference level
 - the more information you can gather, the better
31. According to your readings, the persistent differences in IQ between blacks and whites in the United States is hypothesized to be due to
- inadequacies of the tests
 - genetic differences
 - environmental influences
 - all of the above
 - none of these
32. The Supreme Court decision in the Griggs vs. Duke Power case put the responsibility on the employer for proving that testing procedures were
- relevant
 - equal for all groups
 - using appropriate norms
 - administered by like-culture examiners
 - not using quotas
33. Of the following, intelligence tests can be best described as usually measuring
- innate capacity
 - learning skills
 - problem solving
 - scholastic aptitude

34. In order to keep in touch with new assessment devices, a person will probably do all but one of the following
- consult the latest edition of Buros' **Mental Measurement Yearbooks**
 - talk with instructors and others who are responsible for assessment work
 - obtain the latest book on cognitive and social psychology
 - read the **Journal of Personality Assessment**, the **Journal of Consulting and Clinical Psychology**, and **Contemporary Psychology**
 - write to test publishers
35. The projective hypothesis states that
- defence mechanisms operate to protect individuals from undesired information
 - most tests of intelligence have low reliabilities
 - persons will respond to vague stimuli with their inner predispositions
 - projective techniques depend on the skill of the interpreter
36. With regard to the Rorschach test, which one of the following is not true?
- certain cards are designed to "pull" attitudes toward parental figures
 - projectives can be approached as a structured interview, a perceptual-cognitive task, and as a stimulus for fantasy production
 - scores are affected by the productivity variable
 - detailed scoring is necessary for interpretation by clinicians
37. A psychologist was studying a new test of test anxiety by measuring the skin conductivity of students taking an examination. She correlated the anxiety scores with the measure of electrical skin conductivity. She was studying the test's
- norms
 - derived scores
 - reliability
 - validity
 - stability
38. If you have James and Andrea ranking the same 20 people as to degree of attractiveness, and you statistically compare their rankings, you have conducted a study of
- internal validity
 - inter-rater validity
 - stability reliability
 - matching
 - paired comparisons
39. The acceptability of psychological reports that are vague, general, and nonindividualized is called
- illusory correlation
 - universal validity
 - base rates
 - faking good
 - Barnum effect
40. The psychologist's integrating thought processes have been studied in two ways
- thinking aloud and paramorphic models
 - clinical models vs. actuarial models
 - interpersonal process recall and stimulation
 - stimulated recall and interpersonal process recall
 - regression equations and lens models
41. In doing a functional analysis of elderly people (or others) one would look for which of the following?
- behavioral deficits, excesses or inappropriateness
 - demands, withdrawal and combativeness
 - acting against, acting away from, and acting toward others
 - evidence of id, ego, and superego functions
42. Which practical aim stimulated Binet to develop tests?
- identifying bright students to be given extra encouragement
 - appraising army recruits
 - selecting among applicants for admission to higher education
 - identifying retarded children for placement in special programs

43. Weschler's scales became popular primarily because, unlike the Stanford-Binet,
- they were designed specifically for young children
 - they offered subtests representing several types of ability
 - they replaced the IQ with a standard-score scale
 - no special training was required to administer them
44. The feature of Matrices that justifies calling it a measure of fluid ability is
- the use of meaningless figures
 - the demand for relational thinking
 - the emphasis on rapid, efficient performance
 - the fact that items range from easy to very hard
45. Which of the following features is **not** usual in "correlational" research?
- data from many persons is collected
 - the processes used by a particular problem-solver are studied in detail
 - data are analyzed in an objective statistical manner
 - at least two sets of data are collected
46. What is the purpose of rotation in a factor analysis
- to account for more of the test variance
 - to reduce the number of factors
 - to provide interpretations of the extracted factors
 - to remove the correlation among factors
47. Freedman's study on dogs reported "heredity-treatment interaction." That is to say
- superior heredity and more beneficial treatment both made a contribution
 - how an animal was treated depended on its inborn characteristics; therefore, environment was not independent of heredity
 - a superior environment generally produced superior results, especially in breeds with superior heredity
 - a treatment beneficial for one population had neutral or harmful effects for another
48. The typically poor performance of Zuñi children on conventional tests is attributed especially to
- reluctance to show weakness before an authority figure
 - a tradition that disapproves competitiveness
 - insufficient praise and reassurance by the tester
 - faulty translation
49. Which of the following statements is rejected by nearly all professional psychologists?
- interest inventories should be blind to sex. A man and a woman who express the same likes should consider the same list of occupations
 - sex differences should be recognized through sex-specific criterion keys and sex-specific norms
 - interest items that are more popular with one sex than another should be discarded so that scores will not show sex differences
 - none of the above; each opinion is held by many psychologists
50. In view of DeCharms's results, in which situation would motivation of inner-city children be expected to increase?
- teachers emphasize conformity and rules of classroom discipline
 - teachers set learning goals for individual students and carefully monitor student progress
 - teachers encourage students to set goals and monitor their own progress
 - teachers relax rules of discipline in the classroom

51. Which of these virtues does the In-Basket Test have?
- has face validity as a work sample
 - information is obtained that overlaps little with scores from conventional tests
 - the principal scores are consistent from one problem to another
 - the criteria for deciding what style is desirable have been established by research
52. Which of the following tends to increase reliability of a test?
- time limits
 - a large number of items
 - similarity (homogeneity) in the sample
 - extremely easy items
 - extremely difficult items
53. Compared to field independent persons, field-dependent persons
- are more social and popular with others
 - are better in reasoning and fluid ability
 - are less influenced by the irrelevant frames in the Rod and Frame Test
 - make less use of cues presented by other persons
 - tend to be male
54. A convergent question has _____ answer(s) while a divergent question has _____ answer(s)
- many, one
 - one, many
 - qualitative, quantitative
 - easy, difficult
 - creative, conventional
55. Nisbett & Ross point out many pitfalls of relevance to assessment decisions and descriptions. They note **all but one** of the following are dangers to realistic and accurate information processing
- vividness of information
 - failure to look at counter-examples
 - labelling and sticking by labels
 - dispositional attribution tendencies
 - over-reliance on statistics
56. Garb's conclusion from his review of many studies was that **all but one** of the following procedures increases validity
- biographical data
 - case history
 - neuropsychological test data
 - projective techniques
 - MMPI results
- TRUE-FALSE: Mark (a) if you feel the item is true, (b) if you feel it is false.
57. The first step in developing a test is to collect a large item pool.
58. The review of research by Nisbett and Ross demonstrates the practical usefulness of interviews for selection.
59. In line with the conclusions of Nisbett and Ross, we need to think of assessments as providing hypotheses or "working images" of persons and their situations.
60. Garb's research review concludes that adding auditory and visual cues aids accuracy of clinical judges as compared with only reading the transcript of an interview.
61. The Halstead-Reitan assesses neurophysiological functioning by a wide variety of tasks, including auditory, visual, motor and memory.
62. The individual should note when making vocational plans that abilities and interests are highly correlated.
63. Successful predictions usually require highest levels of inference.
64. Cognitive measures tend to show more trans-situational consistency than personality measures.
65. On the Rorschach, a very meticulous, compulsive person would produce a large proportion of whole responses.

Part II. IDENTIFICATION OF TERMS: For 0-2 points each, define and/or clarify by an illustration five of the following eight concepts. (If you answer more, we will score only the first 5.)

1. Fluid ability
2. Factor analysis
3. Bandwidth vs. fidelity
4. Nature vs. nurture
5. Incremental validity
6. Projective hypothesis
7. Cognitive style
8. Paramorphic representation

Part III: SHORT ESSAY. Chose ONE of the following items and answer it in the space provided. Use the back if necessary. (Score: Up to 15 points)

- A. List and discuss three ways that culture may affect test performance. Also list and discuss three way that you, as a test designer, would reduce cultural biases.
- B. You are interested in the practical value of two tests for decisions that occur in a counseling or clinical setting. The tests are X, a general ability (or intelligence) test, and Y, a personality (or interest) test. You have decided to set up a research study that would get at the value of using these in addition to A, the regular intake report form (getting at basic identifying data) and B, the initial interview (covering the presenting problem and case history). Now, write an answer covering (1) a design for the research, or (2) a brief review of major conclusions of relevance from your readings, or (3) both a design and a brief review.
- C. What is your view of the priorities needed for the development of psychological assessment? Discuss at least three important possibilities for the future. (You may answer this by writing a future scenario if you wish.)

GOOD WISHES FOR THE SUMMER