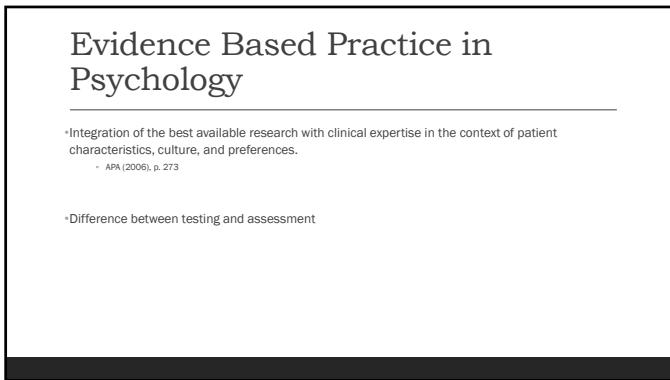


Evidence-Based Psychological Assessment

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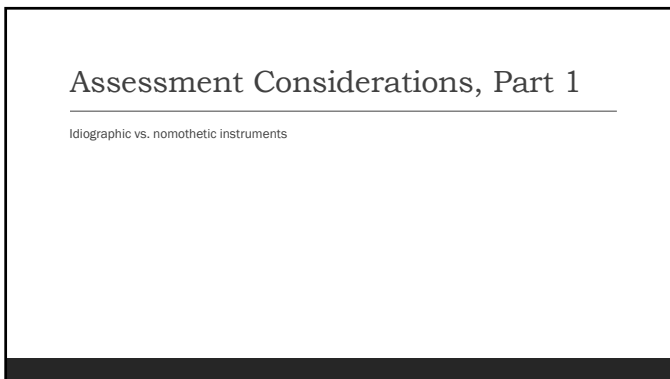


Evidence Based Practice in Psychology

•Integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.
• APA (2006), p. 273

•Difference between testing and assessment

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Assessment Considerations, Part 1

Idiographic vs. nomothetic instruments

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Assessment Considerations, Part 2

- Psychometric considerations
 - Property of an instrument when used for a specific purpose with a specific sample
- Norms
 - Essential to have norms or cutoff scores
 - What to look for in normative samples

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Assessment Considerations, Part 2

- Reliability
 - Internal Consistency
 - Inter-Rater
 - Test-Retest
- Validity
 - Unitary concept?
 - Content Validity
 - Construct Validity
- Validity Generalization

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Assessment Considerations, Part 2

- Sensitivity to Treatment Change
- Clinical Utility

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Assessment Considerations, Part 3

- *Purposes of Assessment
 - Diagnosis
 - Screening
 - Prognosis and other predictions
 - Case conceptualization/formulation
 - Treatment design/planning
 - Treatment monitoring
 - Treatment evaluation

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Assessment Considerations, Part 4

- *Well-constructed assessment battery
 - Tests yield important information
 - Tests yield incremental validity
- *Test results combined in a meaningful way
 - Test results must be contextualized

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Assessment Considerations, Part 5

- Three Aspects to consider
 - Research findings should be used to guide selection of constructs to be assessed and guide the assessment process
 - Whenever possible, use psychometrically strong measures
 - The assessment process is a decision-making task in which the clinician must create and test hypotheses by integrating data that are often inconsistent or incomplete

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Operationalizing and Implementing, Part 1

- Develop knowledge, skills & attitudes
- Remain current regarding developments
- Use empirically validated assessment tools

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Operationalizing and Implementing, Part 2

- Use test scores to assess outcomes
- Use multiple methods when able
- Enumerate meaningful test score convergences and divergences

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Operationalizing and Implementing, Part 3

- Self-monitor
- Be aware of synergies
- Communicate results in appropriate language

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Communicating Results, Part 1

- *Results must be framed and communicated in a useful way
- *Clear and compelling recommendations
- *Consider diversity

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Assessment as a Dynamic Process

- *Assessment evolves
 - Consider identities of client and/or therapist
- Contextualizing assessment
 - Look at referral question to frame assessment results
 - Incorporate information from past testing and life experiences

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References

American Psychological Association. (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

Hunsley, J., & Mash, E. J. (2008). Developing criteria for evidence-based assessment: An introduction to assessments that work. In J. Hunsley & E. J. Mash (Eds.) *A guide to assessments that work*. Oxford University Press.

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