

- Evaluate progress and outcome of treatment

Assessment: WHY AND WHEN?

WHY: to understand more about the client and complexity of the situation

WHEN: - at the beginning when seeing a client,
 - after discovering more about the client and continuing with other assessments,
 - ongoing assessment throughout treatment,
 - end of treatment to assess progress

Assessment process

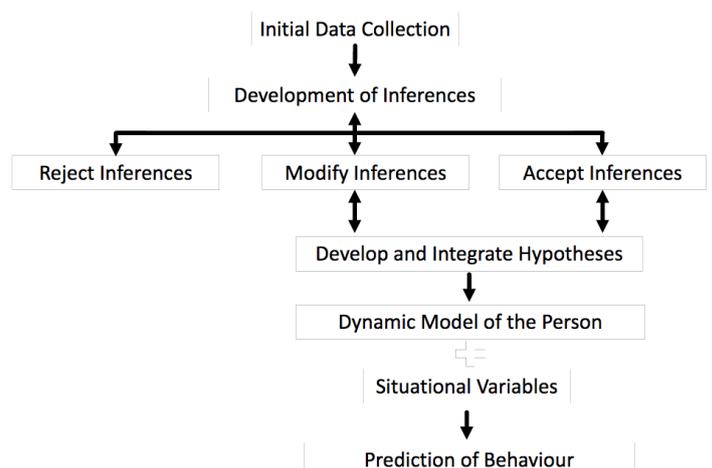
1. Assessment begins with a referral question
 - Could be from teacher, social psychologist, counsellor, judge, clinician, HR specialist
 - eg. Does this child have ID? What strategies can a teacher use in class to help this child? Can this patient go back to work?
2. Preparation = selecting appropriate tools
 - informed by clinician's prior experiences, education, training.
 - Selection of tools should also consider psychometric properties of test and client factors (eg. Concentration ability of client)
3. Conducting formal assessment
4. Feedback and report writing
 - feedback to client
 - report answering referral Q
5. May or may not be the end of psych assessment
 - further assessment may be conducted after feedback with client
 - further assessment to track clients progress

Another assessment process may be *dynamic assessment*: evaluation, intervention, evaluation. Often used in an educational setting.

Interpreting assessment data

- Involves a problem solving approach
- Involves more than just testing
- Phases may occur simultaneously

- Phase 1
- Phase 2
- Phase 3
- Phase 4
- Phase 5
- Phase 6
- Phase 7



What is Intelligence?

A multifaceted capacity that includes a range of abilities to:

- Acquire and apply knowledge
- Reason logically, plan effectively, and infer perceptively
- Grasp and visualise concepts
- Find the right words and thoughts with facility
- Cope with and adjust to novel situations.

However, there are many definitions of intelligence.

Lay person: tend to emphasise the interpersonal (social) aspects of intelligence. When children were asked, younger children emphasised interpersonal skills, where older children emphasised academic skills.

Psychology students: described coordination as a characteristic of intelligence in infancy, verbal skills as characterising intelligence in childhood, and logic in adults.

Experts:

GALTON was the first to publish theory on the heritability of intelligence.

- Believed that the most intelligent people were equipped with the best sensory abilities (hearing and vision). This was based on the idea that for information to be registered, we must be able to perceive it first. If our senses are more perceptive than others, we have more information to apply judgement and intelligence to.
- Galton developed many sensorimotor and perception-related tests by which he attempted to measure his definition of intelligence. These were precursors to neuro tests and information processing.
- Galton was criticised by Binet et al. suggesting his approach needed more complex measurements on intellectual ability.
- Argued that intelligence consisted of distinct processes that could be assessed by only individual tests.

BINET created the first intelligence test for use in France.

- Did not explicitly define intelligence but described various key components of intelligence including reasoning, judgement, memory, and abstraction.
- Viewed intelligence as inseparable abilities that required complex measurements to determine.

WECHSLER developed the precursor to the WAIS and WISC

- Conceptualised intelligence as the global capacity of the individual to act purposefully, to think rationally, and to deal effectively with their environment. It is global because it is composed of elements or abilities which are qualitatively differentiable.
- Believed that non-intelligence factors should be taken into account (personality, mood)
- He believed the best way to measure intelligence was by measuring several 'qualitatively differentiable' abilities, which were verbal, or performance based in nature.
- He believed that Binet lacked non-verbal abilities on his test.
- Wechsler-Bellevue Scale provided the calculation of a Verbal IQ and a Performance IQ, no single IQ.
- The current versions of the Wechsler Scales have 4 factors: (1) Verbal Comprehension, (2) Perceptual Organisation, (3) Working Memory, and (4) Processing Speed.

Personality:

An individual's unique constellation of psychological traits that are relatively stable over time

Personality Assessment:

The measurement and evaluation of psychological:

- Traits
- States
- Values
- Interests
- Humour
- Attitudes
- Worldview
- Acculturation → how closely they identify with their culture of origin/currently live in
- Cognitive and behavioural styles
- Related individual characteristics

* Some are easier to measure than others → the easier something is to define, the easier it is to measure

Personality Trait:

Any distinguishable, relatively enduring way in which one individual varies from another

Personality Type:

A constellation of traits that is similar in pattern to one identified category of personality within a taxonomy of personalities

John Holland argued that most people can be categorised as one of six personality types:

- Artistic
- Enterprising
- Investigative
- Social
- Realistic
- Conventional

*Psychologists tend to be social and realistic or investigative.

*Often you are more of one than the other.

Holland developed the self-directed search which first came out in the 1960's but has been redeveloped over time.

Derived from the medical field, cardiologist Meyer Friedman and Ray Rosenman developed a two-category personality typology:

- Type A personality → a personality type characterised by:
 - Competitiveness
 - Haste
 - Restlessness
 - Impatience
 - Feelings of being time-pressured
 - Desire for achievement
 - Dominance
- Type B personality → a personality type that is completely opposite to Type A personality:
 - Mellow
 - Laid-back

A further addition was Type D personality where the D stands for 'distressed'. This typology has a negative affectivity being characterised by:

