

PSYCHOLOGICAL ASSESSMENT(CC 9)
M.A SEMESTER-2
PROFESSIONAL ISSUES IN PSYCHOLOGICAL TESTING

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Professional issues in Testing: Professional bodies have ethical codes of practice, often including specific codes, and anyone making assessments should be familiar with the relevant code of practice. American Psychological Association, for example, deals extensively with issues across the discipline of psychology and provides supplementary guidance on testing. The British Psychological Society (BPS), too, provides a Code of Ethics and Conduct (2006), as well as Generic Professional Practice Guidelines (2008) for psychologists having a section on assessment, and a Code of Practice for Psychological Testing (2003). Professional organizations publish formal ethical principles that bear upon test use, including the American Psychological Association (APA, 2002), the American Association for Counseling and Development (AACD, 1988), the American Speech- Language-Hearing Association (ASHA, 1991), and the National Association of School Psychologists (NASP, 2010). Some issues are as follows-

1. Introduction of the test- A good testing contains introduction of the test to the subjects so that they experience less anxiety, provide useful information about themselves and gain a good impression of testing. It helps subjects to feel comfortable. They should be asked whether they have any question or Problem before beginning.



2. Providing instruction- The subjects should be provided with the detailed instruction about the procedure of the testing and the test being applied on them.

3. Test Administration- Good preparation is essential to standardized test administration. Because of the concerns people have about testing, it is important to ensure that it is conducted well and to maintain the reliability and validity of measures used. The objective is to ensure that a test is administered and scored in the same way for everyone who takes it and in the same way that it was administered during original standardization. The tester should be well trained. There should be no possibility of interruptions. Materials should include a specially designed document, which can record:

- The name of the administrator and date of assessment
- The number of participants
- Details of measures used
- Start and end times for each test
- Names or identification codes for participants
- Any personal problems
- Details of unusual events or disturbances which occur
- Any loss of or damage to materials, and subsequent action taken



4. Responsibility- Test users must know the psychometric qualities of the test being used. The 2002 version of the APA Code of Ethics added two subsections that direct psychologists who administer tests to “use assessment instruments whose validity and reliability have been established for use with members of the population being tested” and to “use assessment methods that are appropriate to an individual’s language preference and competence.” The psychological testing is a sensitive professional action that should be completed with utmost concern for the well-being of the examinee, his or her family, employers, and other educational and social institution. Standard 11.15 in the Standards manual (AERA, APA, NCME, 1999) warns testers to avoid actions that have unintended negative consequences.

5.Theoretical Concerns- According to the Standards for Educational and Psychological Testing of the American Education Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME), a test that is unreliable (unstable) is useless. There are various types of reliability, depending on the different purposes of the tests. Each test must possess the type of reliability that is appropriate to the test’s uses.



6. Competence-This means that the test user must be well trained in Psychological Testing. The user must possess the expertise needed to evaluate psychological tests for proper standardization, reliability, validity, interpretive accuracy, and other psychometric characteristics. This guideline has special significance in areas such as job screening, special education, testing of persons with disabilities, or other situations in which potential impact is strong. The Certificate of Competence in Occupational Testing (Test Administration) is offered by the British Psychological Society's Psychological Testing Centre. This recognizes that competent test administration and scoring are critical to successful use of tests, that poor practice will invalidate a test and impact on the experience of participants. This qualification sets minimum standards for those using tests at a basic level.

7. Misrepresentation- A Tester should not claim professional qualifications that differ from his actual qualifications, nor does he misrepresent his affiliation with any institution, organization or individual. He is responsible for correcting others who misrepresent his professional qualifications or affiliations.



8. Actuarial vs. clinical judgment- Actuarial judgment occurs when we feed test scores into statistical formulas to diagnose a psychological condition or predict future performance whereas Clinical judgment occurs when we have a trained psychologist interpret test scores to diagnose a psychological condition or predict future performance.

9. Announcement of Services- Announcements of individual private practice must be limited to a simple statement of the name, highest relevant degree, certification or diplomat status, address, telephone number, office hours and a brief explanation of the types of services rendered.

10. Impersonal Service- Psychological services for the purpose of diagnosis, treatment or personalized advice should be provided only in the context of a professional relationship and are not given by means of public lectures or demonstration, newspaper or magazine articles, radio or television programs, mail or similar media.



11. Scoring of tests- Manual Accuracy is important because bad scoring increases error variance.

12. Interpretation- Psychologists retain appropriate responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services. (APA,1992a).

13. Report writing- Effective report writing is an important skill because of the potential lasting impact of the written document. Exaggeration, sensationalism, superficiality and other kinds of misrepresentation are avoided.

14. Test Publication- Psychological tests should be offered for commercial publication only to publishers who present their tests in a professional way and distribute them only to qualified users. The catalogue and the manual should indicate the training and professional qualifications required for sound interpretation of the test

