

Responsibilities of Psychologists to Ensure the Quality of Assessments

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Overview of the Presentation

- Remind us about the importance of testing and assessment
- Indicate that knowledge and skills in testing and assessment are part of the practice as a psychologist
 - These are the important components in the training of psychologists
 - Indicate the knowledge and skills related to assessment
 - Refer to standards and guidelines regarding such skills
- Reinforce the idea that knowledge and appropriate use of these skills are an ethical responsibility of psychologists

Role of a Psychologist

- Regardless of discipline or a position involving practice/clinical vs. scientist, a fundamental component of a psychologist is gathering information about an individual.
- That is, assessment is a major component of a psychologist's role whether it's for clinical practice or undertaking research.

Training

- In addition to substantive courses, training in assessment involves learning the technical characteristics of tests, the substantive basis of tests, the practice of administering and interpreting tests, and using assessments in supervised experiences whether in clinical practice or research.
- Recently, the European Federation of Psychologists' Associations (July, 2019) developed a set of European standards for Psychology.

Training (cont'd)

- Three phases of training agreed upon by the federation of psychologists in Europe involved (a) a bachelor degree or equivalent, (b) a masters or equivalent, and (c) supervised practice.
- Among the many courses taken at both the bachelors and masters levels, courses involving test theory and assessment skills training including practice administering, scoring and interpreting were included.
- Among the six sets of competencies that any psychologist should be able to demonstrate, assessment is one of these six.

Practice

- Because psychologists and other professionals use assessments as a major component of their work and research, in addition to the *Standards of Educational and Psychological Testing* (AERA, APA, & NCME, 2014), professional organizations have developed guidelines to ensure that professionals use test in the most appropriate manner consistent with their training
- The *International Guidelines for Test Use* (ITC, 2001) provide a source of guidelines for good test use and for encouraging best practice in assessment.
- These guidelines are meant to both inform standards for training and serve as a reminder for practitioners on proper and ethical use.

Standards of Test Use

- There are two sets of standards, part 1 represent taking responsibility for ethical test use, and part 2 represent good practices in the use of tests.
- An overview of these are provided here for your information, but the details can be found on the International Test Commission's (ITC's) website:
<https://www.intestcom.org/>

Standards of Test Use (cont'd)

- Ethical Test Use – Test users should:
 - Act in a professional and ethical manner
 - Ensure they have the competence to use tests
 - Take responsibility for their use of tests
 - Ensure that test materials are kept securely
 - Ensure that test results are treated confidentiality
- Follow Good Practice – Test users will:
 - Evaluate the potential utility of testing in an assessment situation
 - Choose technically sound test appropriate for the situation
 - Give due consideration to issues of fairness in testing
 - Make necessary preparations for the testing session
 - Administer the tests properly
 - Score and analyze test results accurately
 - Interpret results appropriately
 - Communicate the results clearly and accurately to relevant others
 - Review the appropriateness of the test and its use

Testing Practices

- Surveys of the opinions of professional psychologists on testing practices from 20,467 professional psychologists from 29 countries illuminated actual uses (Evers et al., 2017).
- The results showed variability among various countries around the world with respect to the following:
 1. Concerns over Incorrect Test Use
 - Psychologists from some countries showed significant concerns that test use problems occur
 - China, Czech Republic, Greece, Italy, Lebanon, Romania, Turkey, & UK
 2. Regulations on Tests and Testing
 - Psychologists from some countries expressed the need for more stringent regulations
 - Brazil, Greece, Italy, Lebanon, Norway, Poland, Spain, Sweden, Turkey, & Austria
 - While others expressed less stringent regulations
 - Belgium, Bulgaria, Denmark, Hungary, Indonesia, Lithuania, Netherlands, Nigeria, Slovakia, & UK

Testing Practices (cont'd)

- The results showed variability among various countries around the world with respects to the following:
 3. Internet Testing
 - Psychologists responding from the following countries expressed more positive beliefs about the value and effectiveness of Internet-based testing and computer-generated reports
 - Bulgaria, China, Denmark, Germany, Netherlands, Norway, & Austria
 - Others did not have these positive beliefs.
 - Czech Republic, Greece, Italy, Poland, Slovakia, & Turkey
 4. Appreciation of Tests
 - Psychologists responding from the following countries considered tests are valuable to psychology
 - Brazil, Croatia, Germany, Norway, Poland, & Sweden
 - Others did not believe tests were as valuable
 - Belgium, Denmark, Italy, & Spain

Testing Practices (cont'd)

- The results showed variability among various countries around the world with respects to the following:
 5. Knowledge and Training
 - Psychologists responding from the following countries endorsed the sufficiency of their training for appropriate test use
 - Indonesia, Lithuania & Germany
 - Others did not feel training was sufficient
 - Greece

Conclusions

- Testing and assessments are a major component of what psychologists do both in practice and research
- Training in specific aspects of measurement and assessment are important.
- The appropriate use of assessments represents the ethical and scientific criteria, and specific requirements of such use have been supported by professional organizations.
- There are differences in attitudes and beliefs of psychologists across countries regarding (a) correct test use, (b) regulations on tests and testing, (c) internet testing, and (d) appreciation of tests.
- All these suggest continued diligence of educational program to train psychologists in measurement and assessment knowledge and practices.
- Additionally, psychologists should be aware of the guidelines for use in order to make sure tests and assessments are used ethically and in the most valid way.

References

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Thank you...

If you have any questions, please
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