ImplicitifyAI

MULTIMODAL PSYCHOMETRIC ASSESSMENT

TEACHING RESOURCES

Principles of Psychological Assessment

Topic: Assessment
Slides: 3

Multi-method assessment, screening vs. diagnosis, and ethical use of test results.

Multi-method, multi-source assessment

- Combining self-report, performance tasks, and informant data reduces single-method bias.
- Convergence across methods strengthens confidence in a conclusion.
- Discrepancies are informative, not merely error.

Screening vs. diagnosis

- Screeners are brief, sensitive tools that flag who may need fuller evaluation.
- A score above a cut-off is not a diagnosis.
- Sensitivity and specificity quantify a screener's classification accuracy.

Interpreting scores responsibly

- Consider measurement error: report confidence ranges, not just point scores.
- Context, base rates, and corroborating information shape interpretation.
- Communicate findings in accessible, non-stigmatizing language.

Answer Key — Practice Items

Item-bank questions for the topic “Assessment”.

1. A score above a depression screener's cut-off indicates:

A. A confirmed diagnosis
B. That a fuller clinical evaluation may be warranted
C. Treatment is unnecessary
D. The person is malingering

Answer: That a fuller clinical evaluation may be warranted

Rationale: Screeners flag the possible need for further assessment; they do not diagnose.

2. Specificity of a screening test refers to:

A. The proportion of true cases correctly identified
B. The proportion of non-cases correctly identified
C. The total accuracy
D. The base rate of the disorder

Answer: The proportion of non-cases correctly identified

Rationale: Specificity is the true-negative rate — non-cases correctly screened out.

3. Combining self-report with a performance task is an example of:

A. Mono-method assessment
B. Multi-method assessment
C. Criterion contamination
D. Norm referencing

Answer: Multi-method assessment

Rationale: Using different methods reduces shared-method bias and strengthens conclusions on convergence.

4. Reporting a confidence range around a score rather than a single number reflects attention to:

A. Measurement error
B. Random assignment
C. Demand characteristics
D. Publication bias

Answer: Measurement error

Rationale: Every observed score contains measurement error; a confidence range communicates that uncertainty.

5. Norm-referenced interpretation is valid only when:

A. The test is brand new
B. The examinee resembles the standardization sample
C. The score is above average
D. No cut-off is used

Answer: The examinee resembles the standardization sample

Rationale: Norms generalize only to populations resembling the sample on which they were established.