

Course Code	D	P	S	Y	5	5	0	Course Title	PSYCHOLOGICAL ASSESSMENT
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Weightages	
CA	ETE (PR)
30	70

List of Practicals/ Experiments:

General Mental Ability

- To measure general mental ability by using Jalota's Test

Personality

- To assess the personality by using 16 PF by Cattell

Long Term Memory and Short Term Memory

- To find out the effect of rehearsal of paired-associates on the LTM and to study the effect of different time intervals and association values on STM recall

Self Actualization Inventory

- To assess the level of self-actualization of the students using self-actualization inventory by K.N. Sharma

Levels of aspiration

- To assess the aspiration level of an individual by using Bhargava's aspiration scale

Family Environment Scale (FES)

- To assess the family environment by using scale developed by Dr. Harpreet Bhatia and Dr. N. K. Chadha

Readings:

A BRIEF INTRODUCTION TO PSYCHOLOGY by CLIFFORD T. MORGAN, 2nd Edition, 2017 MC GRAW HILL

Additional Readings:

ESSENTIALS OF UNDERSTANDING PSYCHOLOGY by ROBERT S FELDMAN, 12 Edition, 2016 MC GRAW HILL

DPSY550
Psychological Assessment
Lab Manual



L OVELY
P ROFESSIONAL
U NIVERSITY

DISTANCE EDUCATION

Bridging the Distance in Education



Name:

Reg No.

Section:

Guidelines for the students

1. Student should be up-to-date on the theoretical aspect of the practical before its conduction.
2. Student should read the lab manual comprehensively, before doing each practical.

Dress code (if any): Comfortable formal dress

Compulsory things required for the practical:

1. Lab manual, HB lead pencil, Eraser, Practical file, Worksheet of the practical to be performed.

Safety Guidelines:

1. Sit comfortably with your practical file, equipment/ material etc.
2. Read the instructions carefully before starting the experiment.

Do's:

1. Read lab manual carefully.
2. Note readings/observations in specified worksheets only.
3. All the test and experiments turned in for grades must be done independently, using the individual's own words, ideas, figures, data and tables.
4. Compile worksheets of all practical in a serial order in a file.
5. Bring complete practical file for the Lab exam.
6. Put bags, phones, eatables etc. outside the labs at specified places.

Don'ts:

1. Don't come to the lab class with loose worksheets.
2. Don't create indiscipline in the lab class.
3. Don't sit idle in the lab.
4. Don't remove fixed lab materials from the lab.

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Text Books: A BRIEF INTRODUCTION TO PSYCHOLOGY by CLIFFORD T. MORGAN, MC GRAW HILL

References: ESSENTIALS OF UNDERSTANDING PSYCHOLOGY by ROBERT S FELDMAN, MC GRAW HILL

Practical 1

Title: General Mental Ability: To measure general mental ability by using Jalota's Test

Material Required: Pen, paper, pencil, stop watch and Manual of Group Test of General Mental Ability by Dr, S.S. Jalota.

Learning Objectives:

This will enable students to

- Check the general intelligence level of an individual
- Comprehend the administration of Intelligence test.

Description of the test:

The group test of mental ability is developed by S. Jalota. There are 100 items in the scale and the subject has to tick one option out of five.

Procedure:

1. This is group test of general mental ability. It has 100 items. Each item has five options. The subject is required to tick one option out of five.
2. It is self-administering scale suitable for individual and group testing (for adults). Before administering scale it is advisable to emphasize orally that each response should be checked as quickly as possible.
3. Time limit has been set for the test and the groups or individuals have to finish it in 25 minutes. The test is administered only after establishing a good rapport with the subject and giving adequate and proper instructions placed on the title cover of the test answer sheet.
4. For scoring, the scoring Key (got ready by cutting out the portions indicated) is placed on the Answer Sheet in such a way that the key – answers to “page 1” lie on the column for serial Numbers 1-20, and the other columns of the Key cover the appropriate columns of serial numbers. Now by comparing the answers, one is able to score the Answer Sheet in a couple of minutes. A red colored pencil line drawn from top to bottom, besides the WRONG answer only, would help in quick scoring. (Do not score over the answers given; as this handicaps later checking. The un-attempted questions are also to be treated as wrong answers.) At the bottom of the column calculate “20 minus the number of ticked wrong answers,” and write the figure. If there is a series of Right answers to be obtained by merely raising or lowering the Key; then do so only once per column.

When all the columns have been scored, add and put the sum at the space marked “Total Score” and sign the answer sheet. The raw Total score is to be given in the Record Sheet.

The total score can be interpreted as a grade on 7-point Intelligence Grading.

5. Interpretation of scores can be categorized broadly as under:

Sr. No.	Categories	Scores
1	Very superior	80+
2.	Superior	73-84
3	Bright Average	62-73
4.	Average	40-62
5	Dull Average	29-40
6.	Borderline	18-29
7	Mental defect	0-17

Required Results:

A person having very high score means he is very superior in intelligence. That person has the ability to learn, ability to adjust with the environment, think rationally and solve every problem in life. A person having low scored that means he or she is non-adjustable, highly worried, dejected and withdrawn, non- caring, irresponsible and unconcerned with life and environmental situation.

Precautions:

1. This is a test of General Mental Ability. The subject will have only 25 minutes to perform it. This test has 100 questions.
2. Time is rather short and it is very rare a person complete the entire test. So the subject is required to perform the test quickly and solve as many questions as accurately as possible.
3. If subject find any problem to be too difficult for his/her type of knowledge, then without wasting much of their time they may pass on to the next one.

Learning Outcome:

The students will:

- Assess and report the general mental ability of an individual using this test.
- Be able to classify and compare the mental ability of the subject.
- Come to know about the basic idea of various types of mental abilities.
- Know about the skill of administration, scoring and interpretation of the test.
- Understand thoroughly the concepts related to general mental ability of an individual.

Practical 2

Title: Personality: To assess the personality by using 16 PF by Cattell

Material required: Cattell’s 16 P.F. Test - Form A, B, C, D with response sheets, Stencils, Manual, Norms Booklet.

Learning Objectives:

Students will be able to

- To assess personality of the subject.
- To understand about the concept of personality.

Description of the test:

The Sixteen Personality Factor Questionnaire is a multiple-choice personality questionnaire which was developed by Raymond B. Cattell. He used the new techniques of factor analysis in an attempt to discover and measure the source traits of human personality. This test measures 16 source traits of personality.

Procedure:

1. Instruct the following “This is not an intelligence test and try to offer your true responses”
2. Each and every form has different time limits Form A & B- 45 to 60 minutes and Form C&D - 25 to 35 minutes.
3. Administer the forms in the following order upon completion – A – B – C – D.
4. Collect the sheets after completion and score the response using manual, stencil and norms table.

Below is a Table outlining the personality traits measured by the 16PF Questionnaire.

<u>Descriptors of Low Range</u>	<u>Primary Factor</u>	<u>Descriptors of High Range</u>
Impersonal, distant, cool, reserved, detached, formal, aloof	Warmth (A)	Warm, outgoing, attentive to others, kindly, easy-going, participating, likes people
Concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems	Reasoning (B)	Abstract-thinking, more intelligent, bright, higher general mental capacity, fast learner

<u>Descriptors of Low Range</u>	<u>Primary Factor</u>	<u>Descriptors of High Range</u>
Reactive emotionally, changeable, affected by feelings, emotionally less stable, easily Upset	Emotional Stability	Emotionally stable, adaptive, mature, faces reality calmly
Deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, accommodating	Dominance (E)	Dominant, forceful, assertive, aggressive, competitive, stubborn, bossy
Serious, restrained, prudent, taciturn, introspective, silent	Liveliness (F)	Lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, impulsive
Expedient, nonconforming, disregards rules, self-indulgent	Rule-Consciousness (G)	Rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound
Shy, threat-sensitive, timid, hesitant, Intimidated	Social Boldness (H)	Socially bold, venturesome, thick skinned, uninhibited
Utilitarian, objective, unsentimental, Tough minded, self-reliant, no-nonsense, rough	Sensitivity (I)	Sensitive, aesthetic, sentimental, tender minded, intuitive, refined
Trusting, unsuspecting, accepting, unconditional, easy	Vigilance (L)	Vigilant, suspicious, skeptical, distrustful, oppositional
Grounded, practical, prosaic, solution oriented, steady, conventional	Abstractedness (M)	Abstract, imaginative, absentminded, impractical, absorbed in ideas
Forthright, genuine, artless, open, guileless, naive, unpretentious, involved	Privateness (N)	Private, discreet, nondisclosing, shrewd, polished, worldly, astute, diplomatic
Self-Assured, unworried, complacent, secure, free of guilt, confident, self-Satisfied	Apprehension (O)	Apprehensive, self doubting, worried, guilt prone, insecure, worrying, self blaming
Traditional, attached to familiar, conservative, respecting traditional ideas	Openness to Change (Q1)	Open to change, experimental, liberal, analytical, critical, free thinking, flexibility

<u>Descriptors of Low Range</u>	<u>Primary Factor</u>	<u>Descriptors of High Range</u>
Group-oriented, affiliative, a joiner and follower dependent	Self-Reliance (Q2)	Self-reliant, solitary, resourceful, individualistic, self-sufficient
Tolerates disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, uncontrolled	Perfectionism (Q3)	Perfectionistic, organized, compulsive, self-disciplined, socially precise, exacting will power, control, self-sentimental
Relaxed, placid, tranquil, torpid, patient, composed low drive	Tension (Q4)	Tense, high energy, impatient, driven, frustrated, over wrought, time driven.
<p>Primary Factors and Descriptors in Cattell's 16 Personality Factor Model (Adapted From Conn & Rieke, 1994).</p>		

Required Results:

A person having very high score in a particular trait means he is having that trait of personality. That person has that quality in him. A person having low score means he or she is lacking that particular trait.

Precautions:

1. The subject should be encouraged to respond honestly.
2. There is no time limit while answering the statements but the subject should respond as quickly as possible.
3. Answers are to be made on a separate answer sheet.

Learning Outcomes:

The students will:

- Learn how to assess and report the personality of an individual using this test.
- Be able to know how to administer, score and interpret the personality test.
- Be able to know about the concept of personality.

PRACTICAL 3

Title: To find out the effect of rehearsal of paired-associates on the LTM and to study the effect of different time intervals and association values on STM recall

Material Required: Manual, Cards, Response Sheets, Data sheets, tachistoscope and Stop Watch

Learning Objectives:

This will enable students to

- To assess long term and short term memory of the subject.
- To administer, score and interpret this test.
- To understand the concept of short-term and long-term memory.

Description of the test:

Long term memory and short term memory is developed by Dr. B.B. Asthana. The short term memory and long term memory is assessed by performing simple experiments.

Procedure:

- Instruct the following “This is a memory test to check your capacity to memorize”
- Rehearsal Phase for long term memory of paired-association - Display the cards to the subject one by one and ask subject to rehearse it for the time limit for corresponding cards.
- After this the interpolated activity (backward counting) will be given to the subject and after that ask subject to recall paired association.
- Record the responses for above.
- Association values and different time intervals for short term memory – Expose the non-sense syllables of different association values (high, medium and low).
- Assign the interpolated task (backward counting) for different time intervals and after that ask subject to recall non-sense syllables.
- Scoring will be done with the help of manual.

Required Results:

Results are interpreted on the basis of recall. The result is discussed as per decay theory and interference theory.

Precautions:

- Experiment should be performed in calm and quiet setting.
- The stimulus paired associates should be presented in counter balance order.
- There should be no time gap between the presentation of the material and spoken number indicating the times to be rehearsed.
- Interpolated task must start immediately after the presentation.
- Time should be noted down carefully.
- Doubts if any must be clarified only before the start of test. Subject should not be allowed to take any help from anyone while performing the test
- Interpolated activity should be given vigilantly.

Learning Outcomes:

The student will:

- Learn how to assess and report the effect of rehearsal on long term memory and effect of different time intervals and association value on short term memory using this test.
- Come to know about the different kinds of memory.
- Be able to use this test for the assessment and interpretation of memory.

Practical 3

Practical: Self Actualization Inventory

Title: to assess the level of self- actualization of the students using self-actualization inventory by K.N. Sharma

Equipment required: Self- Actualization inventory, Manual, paper, Pen/pencil

Learning Objectives:

- Students will learn about the concept of self-actualization.
- Students will be able to assess the self-actualization of an individual.
- Student will be skilled in administering the test.
- Student will develop in-depth understanding of the concept of self-actualization.
- Students will be skilled in scoring and interpreting results.

Description of the Test- The Self- Actualization inventory by Dr. K.N. Sharma is an inventory that is designed to assess the self-actualization tendency of the individual. In this inventory, there are 75 statements having 3 options each and the subject has to answer the statements that he/she feels is most appropriate for him/her. Through this one can assess the capacity for Self-Actualization of the individual.

Procedure:

- The subject should be made to sit comfortably.
- The lab environment should be conducive for conducting the test.
- Subject should be explained about the aim of the test.
- Second step is to give instructions to the subject regarding the test.
- There are different questions and activities for different sections.
- Ask subject to tick that option or complete the activity.
- Try to complete the test as early as he or she can.
- On completion, Score the response using manual.

Learning Outcomes:

- Ability to explain the basic concepts related to self-actualization
- Ability to administer the self-actualization test skillfully
- Ability to score and interpret results
- Ability to report whether an individual is self-actualized or not.

Practical 5

Title: To assess the aspiration level of an individual by using Bhargav's aspiration scale

Material required: Level of Aspiration Booklet, Manual, Pen, Pencil and Paper.

Learning Objectives:

- To check the intelligence level of an individual
- To make the students aware about the use of Intelligence test

Description of the test:

The level of Aspiration performance sheet has 50 circles (each of 1 cm in diameter) which are arranged in five rows – ten in each row. Above and below of these rows, there are two boxes on the right side – the upper box is for writing the number of expected score (except in practice trial) whereas lower box is for putting the number of actual score or completed performance. Thus, ten trials are needed for each subject except practice trial.

Procedure:

The following instructions are given to the subject:

- 1) You have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face
- 2) You must draw line in a sequence – right eye, left eye, nose and mouth
- 3) Work from left to right across the rows and then proceed to the next line
- 4) For each trial 30 seconds are allotted for work and end of this time duration you will be asked to stop the performance and count the number of completed faces and enter it in the lower box
- 5) This trial will be treated as practice trial
- 6) In the next trials, you achieve to do the same things along with to put the number of faces in the upper box which you intend to complete within 30 seconds time duration

on the basis of last actual performance

7) Same is repeated for 10 trials for actual work

Scoring

The procedure of scoring is simple. It provides three types of scores:

- (1) Goal discrepancy Score
- (2) Attainment discrepancy score
- (3) The Number of times The Goal reach score

Goal discrepancy Score

The extent and direction of difference between actual score on the previous trial and goal set of the next trial is known as Goal Discrepancy

Score Or GD Score, which is obtained by subtracting the actual score on a trial from the aspiration score (Goal set up score) for the next trial.

Attainment discrepancy Score or ADS

It is the difference between aspiration (expected score) and the achievement (actual score) on the same trial. So, in order to obtain ADS expected performance is subtracted from the actual performance.

NTRS (Number of Times the Goal reach Score)

This may be obtained by number of times where his actual score is equal or more than the expected score. Then the raw score for the GDS and ADS is converted into the percentile from the table in the manual and then the percentile is interpreted into high aspirant, average aspirant and low aspirant

Required Results:

The obtained result will be interpreted in terms of mean of GDS, ADS and NTR score in different areas of the test and then by referring to norm table.

Precautions:

- Time should be announced before the start and after the completion of every trial.
- Doubts if any must be clarified only before the start of test.

- Faces should be made from left to right only
- The expected score and the actual score should be entered in the respective boxes.
- Subject should not be allowed to take any help from anyone while performing the test

Learning Outcomes:

The student will:

- Understand about the concept of aspiration.
- Assess the level of aspiration of an individual using this test.
- Come to know about the administration, scoring and interpretation of the test.

Practical 6

Title: To assess the family environment by using scale developed by Dr. Harpreet Bhatia and Dr. N. K. Chadha.

Material required: Manual for Family Environment Scale, Pen, Pencil and Paper.

Learning Objectives:

- To assess the family environment of an individual
- To train the students for the use of Family Environment Scale

Description of the test:

The Family Environment Scale (FES) is developed by Dr. Harpreet Bhatia and Dr. N. K. Chadha on the basis of Family Environment Scale by Moos (1974). The scale consists of three dimensions having subscales with some modifications. The three dimensions are as follows:

Relationship dimensions:

1. Cohesion – degree of commitment, help, and support family members provide for one another.
2. Expressiveness – extent to which family members are encouraged to act openly and express their feelings and thoughts directly.
3. Conflict – amount of openly expressed aggression and conflict among family members.
4. Acceptance and caring – extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family.

Personal growth dimensions:

5. Independence – extent to which family members are assertive and independently make their own decisions.
6. Active-recreational orientation – extent of participation in social and recreational activities.

System maintenance dimensions:

7. Organization – degree of importance of clear organization structure in planning family activities and responsibilities.
8. Control – degree of limit setting within a family.

The scale is having overall test reliability coefficient of 0.95. All the subscales consist of positive as well as negative items.

Procedure:

The following instructions are given to the subject:

The booklet of the scale contains some statements. These statements are about your family, you have to decide which of these statements are applicable to you about family and which are not. Alongside, the statements have five cells. If you strongly agree with the statement, mark tick under the cell labeled strongly agree. If you strongly disagree with the statement, mark tick under the cell labeled strongly disagree. For in between preferences mark accordingly Agree, Neutral, or Disagree.

Give us your general impression of your family. There are no right or wrong answers to any statement. Your responses will be kept in strict confidence and will be used only for research purposes. Please respond to each statement and do not leave any statement unanswered. Your help will be duly acknowledged.

Scoring

All the eight subscales have positive and negative statements. Positive items are to be scored with 1 to 5 marks with respect to Strongly disagree to Strongly agree. Whereas Negative items are to be scored with 5 to 1 marks with respect to Strongly disagree to Strongly agree. Participants are distributed among high and low score groups on the basis of overall total scores on family environment scale. Further statistical computation helps us to find out the status of all the three dimensions and eight subscales towards family environment.

Results required:

High scores on the scale indicate positive family environment helping the maintenance of psychological well-being and overall development. However, low scores hints about scope of counseling and modifications at family level.

Precautions:

1. Doubts, if any, must be clarified only before the start of test.
2. All the statements should be answered.
3. Positive and negative items should be scored carefully.

4. Subjects should be classified on the basis of their overall scores on the scale.

Learning Outcomes:

The student will:

- Understand the importance of family environment.
- Be able to assess the status of family environment.
- Come to know about the administration, scoring and interpretation of the test scores.

PSYCHOLOGY LAB WORKSHEET

Date of Performance:.....

Registration Number:

Title of the Test/Experiment:

Objectives:

Tool/Apparatus used:

Tool/Apparatus description:

Instructions for the subject:

Administration of the test:

Scoring and norms:

Results and discussion:

Learning Outcomes (what I have learnt):

To be filled in by Faculty

S. No.	Parameter	Marks obtained	Max. Marks
1	Understanding of variables and procedure of the study		15
2	Conducting and completion of the experiment		20
3	Results and discussion		25
4	Learning outcomes		10
	Signature of the Faculty Member	Total marks obtained	