Advanced Psychological Assesment

DPSY408

Edited by
Dr. Manish Kumar Verma

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DPSY408
Advanced Psychological Assessment
Lab Manual

Name of the Student: _____**Registration Number:**_____

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.

Table of Contents

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

Practical: State-Trait Anxiety

Title: To assess the state-trait anxiety of an individual by using State-Trait Anxiety scale by Sanjay Vohra

Equipment required: State trait anxiety manual (by Sanjay Vohra), Booklet, Answer Sheet, Stop Watch

Learning Objectives:

➢ Students will learn about the concept of Anxiety and types (state anxiety and trait anxiety).

➢ Students will be able to assess the anxiety level of an individual

➢ Student will be skilled in administering the test

➢ Student will develop in-depth understanding of different factors effecting anxiety

➢ Students will be skilled in scoring and interpreting results.

➢ Students will learn ways of manage anxiety.

Description of the Test- The State Trait anxiety Scale is developed by Sanjay Vohra .The test includes 40 statements with three possible answers. There is no time limit to complete this test. At the back profile is provided for scoring part .The test is designed for self-administration.

Procedure:

1. First step is to tell the aim of the test to the subject.

2. Second step is to give instructions to the subject regarding the test.

3. There are 40 questions with three options

4. No time limit

5. Ask subject to tick that option which is related to you

6. Try to complete the test as early as he or she can

7. On completion, Score the response using manual. For scoring at the back of the test profile sheet is given.

8. If subject skipped more than 5 questions, the test is invalid and should not be scored.

9. Answer key is provided for the scoring part.

10. Then after obtaining raw score next task is to convert raw scores into sten scores.

11. After that plot the scores on profile sheet at the back of the test.

12. The higher scores indicate high anxiety.

13. Table number 1 is provided in manual for breaking of total anxiety into five personality components in anxiety.

14. Five sections are- Gp (Guilt-proneness), Ma (Maturity), Sc (self control),Su (Suspiciousness), Tn (Tension).

Learning Outcomes:

➢ Ability to explain the basic concepts related to state-trait anxiety

➢ Ability to assess the anxiety level of an individual

➢ Ability to administer the state-trait test skilfully

➢ Ability to score and interpret results

➢ Ability to report state-trait anxiety levels of an individual using this test

➢ Ability to explain different factors related to anxiety and about different treatments available to anxiety patients.

Practical 2

Practical: Emotional Maturity Scale

Title: to assess the emotional maturity of the individual using emotional maturity scale by Dr. Yashvir Singh and Dr. Mukesh Bharagava

Equipment required: Emotional maturity scale, Manual, Scoring key, paper, pencil

Learning Objectives:

 ➢ Students will learn about emotional maturity.

 ➢ Students will be able to assess the emotional maturity of an individual.

 ➢ Student will be skilled in administering the test.

 ➢ Student will develop in-depth understanding of emotional maturity.

 ➢ Students will be skilled in scoring and interpreting results.

Description of the Test-

The emotional maturity scale is a scale that is used to assess the emotional maturity of the subject. The test consists of 48 items and is divided into 5 categories namely (a) Emotional stability, (b) Emotional progression, (c) Social adjustment, (d) Personal integration, (e) Independence. The scale is a self-reporting five point scale and the subject has to select the option that is most applicable to him/her.

Procedure:

 1. The subject should be made to sit comfortably.

 2. The lab environment should be conducive for conducting the test.

 3. The subject should be told about the main aim of the test.

 4. The subject should be given precise instruction regarding the test.

 5. There is no time limit for the test but the subject should complete the test as soon as possible.

 6. On completion, Score the responses using manual.

Learning Outcomes:

➢ Ability to explain the basic concepts related to emotional maturity.

➢ Ability to assess the maturity in handling emotions of an individual

➢ Ability to administer the emotional maturity test skilfully

➢ Ability to score and interpret results

➢ Ability to report the emotional maturity level of an individual using this test.

Practical 3

Practical: Perceived Loneliness Scale

Title: to assess perceived loneliness of the individual using perceived loneliness scale by Dr. Parveen Kumar Jha

Equipment required: Perceived Loneliness scale, Manual, scoring key, paper, pencil

Learning Objectives:

> ➢ Students will learn about perceived loneliness.

> ➢ Students will be able to assess the perceived loneliness of an individual.

> ➢ Student will be skilled in administering the test.

> ➢ Student will develop in-depth understanding of perceived loneliness.

> ➢ Students will be skilled in scoring and interpreting results.

Description of the Test- The Perceived Loneliness Scale is a scale that is used to assess the perceived loneliness of the subject. The test consists of 36 items and consists of 5 point Likert scale and the subject has to select the option that is most applicable to him/her.

Procedure:

1. The subject should be made to sit comfortably.
2. The lab environment should be conducive for conducting the test.
3. The subject should be told about the main aim of the test.
4. The subject should be given precise instruction regarding the test.
5. There is no time limit for the test but the subject should complete the test as soon as possible.
6. On completion, Score the responses using manual.

Learning Outcomes:

➤ Ability to explain the basic concepts related to Perceived Loneliness.

➤ Ability to assess the perception of loneliness of an individual

➤ Ability to administer the perceived loneliness scale skilfully

➤ Ability to score and interpret results

➤ Ability to report the perception of loneliness of an individual using this test.

Practical 4:

Practical: Stress Management

Title: To measure the stress management level of an individual by using Dr Vandana and Dr Namrata Arora's Stress Management Scale.

Equipment required: Stress management Scale Manual (by Dr Vandana Kaushal and Dr Namrata Arora) , Booklet, Answer Sheet, Stop Watch

Learning Objectives:

➢ Students will learn about the concept of stress management

➢ Students will be able to assess the stress management of an individual

➢ Student will be skilled in administering the test

➢ Student will develop in-depth understanding of different factors related to stress management

➢ Students will be skilled in scoring and interpreting results.

➢ Student will find out the ways to improve stress management

Description of the Test-

The Stress Management Scale is developed by Dr Vandana and Dr Namrata Arora .In this test there are 36 items with 6 options. There is no time limit for completion. Through this one can measure the stress management level of an individual. Scoring is available in manual. Here items are divided into positive and negative items (for negative items scoring is 5,4,3,2,1,0 and for positive items scoring is 0,1,2,3,4,5)

Procedure:

1. First step is to tell the aim of the test to the subject.

2. Second step is to give instructions to the subject regarding the test.

3. There are 36 questions with six options

4. No time limit

5. Ask subject to tick that option that is related to him/her

6. Try to complete the test as early as he or she can

7. On completion, Score the response using manual.

8. For negative items scoring is 5(for strongly disagree),4(disagree high),3(disagree low),2(agree low),1(agree high),0(strongly agree)and for positive items scoring is 0(for strongly disagree),1(disagree high),2(disagree low),3(Agree low),4(Agree high),5(strongly agree)

Learning Outcomes:

➢ Student will understand the basic concepts related to stress management

➢ Students will learn how to assess the stress management of an individual

➢ Student will learn how to report the stress management of an individual using this test.

➢ Students will learn the procedure and scoring part

➢ Students will be able to interpret score.

Practical 5:

Practical: Mental Health

Title: To assess the mental health status by using Mental Health Battery developed by Arun Kumar Singh and Alpana Sen Gupta.

Equipment required: Mental Health Battery, Manual, paper, pencil

Learning Objectives:

- ➢ Students will learn about the concept of mental health
- ➢ Students will be able to assess the mental health of an individual
- ➢ Student will be skilled in administering the test
- ➢ Student will develop in-depth understanding of different factors related to mental health
- ➢ Students will be skilled in scoring and interpreting results.
- ➢ Student will find out the ways to improve mental health

Description of the Test-

Mental Health Battery (MHB) was developed by Arun Kumar Singh and Alpana Sen Gupta (2000). This battery contains 100 items and measures mental health of adolescents through five health indices – emotional stability, over all adjustment, autonomy, security – insecurity and self-concept. The Mental Health battery has been validated against the different tests developed earlier. Part I of the MHB was validated against the Emotional Stability Test developed earlier by Sen Gupta and Singh (1985); Part II against the High School Adjustment Inventory developed by Singh and Sen Gupta (1987) and the Hindi adaptation of the Bell's Adjustment Inventory by Mohsin, Shamshad and Jehan (1967). For Part III and Part V construct validity was computed. Part IV was validated against the Neuroticism scale of MPI as adapted by Jalota and Kapoor (1975).

Procedure:

1. First step is to tell the aim of the test to the subject.
2. Second step is to give instructions to the subject regarding the test.
3. There are 100 item.
4. Ask subject to tick that option which is related to you
5. Try to complete the test as early as he or she can
6. On completion, Score the response using manual.

Learning Outcomes:

➢ Ability to explain the basic concepts related to mental health
➢ Ability to assess the mental health level of an individual
➢ Ability to administer the mental health battery skilfully
➢ Ability to score and interpret results
➢ Ability to report mental health level of an individual using this test

Practical 6:

Practical: Aggression

Title: To measure the aggression level of an individual by using Mathur and Bhatnagar

Aggression Scale

Equipment required: Mathur and Bhatnagar Aggression Scale, Manual

Learning Objectives:

➢ Students will be able to assess the aggression level of an individual
➢ Student will be skilled in administering the test
➢ Student will develop in-depth understanding of different factors effecting aggression
➢ Students will be skilled in scoring and interpreting results.
➢ Students will develop strategies to manage aggression

Description of the Test-

Aggression scale developed by Mathur and Bhatnagar (2004) is used to study the level of aggression of the subjects. This scale consists of 55 statements. It is a Likert type 5 point scale. Test-retest reliability of the checklist was found to be .88 in males and .81 in females. Validity is .80 in males and .78 in females.

Procedure:

1. First step is to tell the aim of the test to the subject.

2. Second step is to give instructions to the subject regarding the test.

3. There are 55 questions with five options

4. No time limit

5. Ask subject to tick that option which is related to you

6. Try to complete the test as early as he or she can

7. On completion, Score the response using manual.

8. The total number of answers constitutes the final score. Maximum score is 275 and minimum is 55. Higher scores show higher aggression level and lower scores show lower aggression level

Learning Outcomes:

- ➤ Ability to explain the basic concepts related to aggression
- ➤ Ability to assess the aggression level of an individual
- ➤ Ability to administer the aggression test skilfully
- ➤ Ability to score and interpret results
- ➤ Ability to report aggression level of an individual using this test

PSYCHOLOGY LAB WORKSHEET

Date of Performance: **Registration No.:**

Title of the experiment:

Objectives:

Tool/Apparatus used:

Test/Apparatus description:

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Instructions for the subject:

Administration of the test/Experiment:

Scoring and norms:

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Results and Discussion:

Learning Outcomes (what I have learnt):

To be filled by Faculty

S. No.	Parameter	Marks obtained	Max. Marks
1	Understanding of variables and procedure of the study		**10**
2	Conducting and completion of the experiment		**15**
3	Results and discussion		**20**
4	Learning outcomes		**05**
5	**Signature of the Faculty Member**	**Total marks obtained**	

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