

Exploring Reliability and Validity

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The Values and Motives Inventory (VMI) utilized four measures to assess the test's reliability and validity (Psytech, n.d.). The measures of reliability are test-retest reliability, which measures the stability of scale scores over time; and internal consistency reliability, which measures how well questions relate to one another and to the final test scores (Psytech, n.d.; Sheperis, Drummond, & Jones, 2020). The method used to measure internal consistency was Cronbach's alpha, which measures internal consistency for tests whose answers are not dichotomous. Construct validity and criterion validity, two essential fields of validation, were used to assess the VMI's validity. Construct validity assesses the value traits measured by the test: their psychological significance and their correspondence with the test's definition. Criterion validity has two parts: predictive, which measures the ability of a test to predict outcomes; and concurrent, which measures the tests' ability to create results concurrent with known information.

Reliability: Cronbach Alpha Coefficients

The VMI measured eleven value scales: altruism, affiliation, affection, achievement, economic status, aesthetic, security/safety, moral values, traditional values, independence, and ethical values (Psytech, n.d.). The reliability of each of these value scales has been measured by Cronbach's alpha and given a coefficient from zero to one, with zero indicating no internal consistency and one indicating complete internal consistency. The value scales for economic status and aesthetic both received a .83, the highest coefficient of the value score measures, which indicates a good level of reliability. The value scales for altruism, affiliation, affection, security/safety, traditional values, ethical values all received a coefficient between .7 and .79, which indicates an adequate level of reliability. Moral values received a .68, independence

received a .66, and achievement received the lowest reliability coefficient of .53- these scores indicate value measures with limited applicability. Nine of the value scales received an acceptable reliability coefficient of .7 or above, and three received inadequate scores below .7. This would indicate that the majority of the value scales contained within the VMI have good internal consistency, and the test questions correlate to one another (Sheperis, Drummond, & Jones, 2020).

Sample Size and Nature of the Population

In order to provide meaningful score comparisons, a norming population is used to obtain typical assessment scores (Psytech, n.d.). The VMI norming population consisted of 159 psychology and MBA students. The VMI was compared against similar tests by having sample populations take both the VMI and another test. A sample population of 59 psychology undergraduates was used to compare the VMI to MAPP and OPP. In comparing the VMI and 16PF, a sample of 100 MBA students attending a prestigious London Business School took both tests. These populations are similar in that they are all undergraduate to graduate students, they are all studying either business or psychology, and the gender makeup was evenly divided. However, these groups also contain many demographic differences and a large possible age range of around 18 to 30. Socio-economic differences may exist between those attending the prestigious business school and those who did not. Racial differences exist between undergraduate and graduate students- as of 2020, the overall undergraduate student population was 53% white, 22% Hispanic, and 13% black (National Center for Education Statistics, 2022). The overall graduate population is 61% white, 14% black, and 12% Hispanic. The sizes of the groups taking the tests also varied, which can affect outcomes (Sheperis, Drummond, & Jones,

2020). Due to the demographic and population size differences, The VMI needs to provide more detailed information on demographics to assure groups are comparable and results are valid.

VMI Norming Population

The VMI is a personal assessment intended to assess occupationally relevant value items (Psytech, n.d.). As the VMI will likely be used with those intending to determine a post-secondary path, a group consisting of students is a relevant norming group. The VMI states that mean scores drawn from the student population were roughly evenly split by gender. The information given in the VMI is not detailed enough to determine whether the demographics of the norming group are sufficiently representative of the population intended to take this test. As the norming population consists of 159 psychology and MBA students, it can be reasonably concluded that the majority of this population may be white, highly educated, and from high socioeconomic backgrounds-this is not an accurate representation of the general population. These factors may skew results from the norming population, potentially causing high results in value scales such as economic status or aesthetics. The norming population is not big enough or culturally broad enough to extrapolate results from the VMI to the general population (Sheperis, Drummond, & Jones, 2020).

Opinion of the VMI

The VMI utilized test-retest and internal consistency measures to assess for reliability, and construct and criterion assessments for validity (Psytech, n.d.). Internal reliability was well considered for this test, with a clear examination of each value scale's reliability coefficient. Sufficient evidence of the VMI's test-retest reliability was not provided- the test was given on multiple occasions, but no comparison was made of the results over time. Criterion validity was also not established, with no evidence given of the predictive or concurrent validity of the test.

Construct validity was demonstrated by comparing the results of similar tests with the results of the VMI. The norming population used to obtain typical assessment scores was relevant, but not large enough or sufficiently demographically representative of the general population to provide comprehensive results. While the VMI may be beneficial for use with small groups of academics, further evidence of reliability and validity is needed as well as testing with a larger and more diverse norming group to provide more contextualized results.

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Initial Interview

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Identifying Information

Miss Tatiana Johnson is a sixteen-year-old female student whose date of birth is 03/14/07, she resides at 4300 Riverside Road. Her phone number is (555)123-5555, and her emergency contact is her father, Mr. Johnson, at (555)123-4567. Her sole occupation is as a student at River City High School, where she is in eleventh grade. The date of this initial interview with Miss Sarah DeVoe, her school counselor, is 08/30/2023.

Reason for Referral

Miss Johnson is running for the position as Treasurer of the Student Council at River City High School. Miss Johnson's father, Mr. Johnson, reached out to Miss DeVoe over the phone on his daughters' behalf and requested that Miss DeVoe recommend Miss Johnson for Student Council candidacy. The following is Miss DeVoe's recommendation of Miss Johnson after an initial interview with her, her father, and her professional counselor; all information is disclosed with their consent.

Current Situation and Functioning

Miss Johnson typically wakes up just in time to leave for school as she stays up late doing homework due to her demanding courseload. While her father drives her to school most days, she is now able to drive herself to school. During school, she reports that she mostly keeps to herself and completes her schoolwork. After school, she attends piano lessons and the school's book club. She enjoys practicing piano at home and playing video games with her online friends. Miss Johnson is very capable of completing the typical activities of daily living and is excelling at school.

Miss Johnson describes herself as independent, responsible, and intelligent. She displays a high level of responsibility for her young age, with excellent grades and the ability to drive

herself to school. Miss Johnson reports feeling typical levels of anxiety about academic performance, family issues, and getting along with others at school. She says she feels the most anxious when she receives a bad grade or feedback from her piano instructor. She does not often feel overwhelmed, but when she does, she plays with a fidget toy or uses breathing techniques to help calm herself down. She occasionally has conflicts with other students at school, and she chooses to walk away or avoid it. Miss Johnson experiences empathy for students who treat her unkindly, saying that she wonders what life is like for them at home. When asked about cooperation, she says she doesn't know whether this is a skill of hers as she has not had a lot of practice outside of classroom groupwork. Miss Johnson stated that she felt her shyness was her biggest weakness.

Miss DeVoe performed a Mental Status Exam (MSE) as well as a Suicide Risk Assessment with Miss Johnson, as part of the typical referral process. For the MSE, Miss DeVoe noted that Miss Johnson appeared alert and in a good mood, although her affect was subdued as she seemed tired. She was well groomed and dressed suitably according to her age and had a polite and easy-going demeanor. She spoke easily with full recall and good insight into her own situation. Miss Johnson appears to be functioning at full cognitive, emotional, and behavioral capacity. Miss DeVoe also administered the Columbia Suicide Severity Rating Scale, which Miss Johnson answered with no cause for concern.

Relevant Medical and Mental Health Treatment History

According to Miss Johnson and her father, Mr. Johnson, Miss Johnson and her family have not had any major medical problems. Miss Johnson sees a professional counselor, Mrs. Fredericks, who reports that Miss Johnson has anxiety for which she is not medicated and that is

well managed through monthly counseling sessions and personal coping skills. Miss DeVoe is in contact with Mrs. Fredericks and collaborates to share any important information.

Family History

Miss Johnson is an only child and lives with her father, with whom she says she has a great relationship. Mr. Johnson reports that he has sole custody of Miss Johnson and that she has not seen or spoken with her mother for several years. During Miss Johnson's adolescence, her parents split custody and she would alternate spending time at their houses until her father was granted sole custody in 2020. Miss Johnson reports that she has never had a good relationship with her mother and has always preferred living with her father due to her mother's unkind words towards her. She states that she does not have any desire to reconnect with her mother.

Social and Developmental History

Miss Johnson has been impacted by her fractured family dynamic as she has grown up. She reports that she has never had many friends because she used to feel afraid of other students knowing and sharing her family situation. Miss Johnson says that she is working on moving past this and has already made a few friends this year. Part of her motivation to run for student council this year is to push herself out of her comfort zone and make friends. While Miss Johnson appears to have passed through most of the typical developmental stages with a healthy outlook on life, she reports strong feelings of inferiority when she gets a bad grade or performs poorly in a piano recital. Instead of feeling a sense of motivation upon receiving feedback of her work, Miss Johnson reports feeling greatly discouraged. This would suggest that her parents' custody struggles had a particular impact on her from ages six to eleven during Erickson's industry vs. inferiority stage of development.

Educational and Occupational History

Miss Johnson has attended River City Schools from elementary through high school. She is in eleventh grade currently and takes two honors classes as well as AP precalculus. Miss Johnson's AP precalculus teacher reported that she is an excellent student who especially excels in math, although she needs encouragement to participate in class. Miss Johnson is CPR Certified and has occasionally babysat for the past three years. She volunteers to help with children's story time at the local library. Miss Johnson states that she would like to be an Engineer in the future.

Cultural Influences

Miss Johnson is of Black descent on her father's side and White descent on her mother's side. Both of Miss Johnson's parents were first generation college graduates, and she reports feeling some pressure from her family to do well in school and go to college. Mr. Johnson reports that his side of the family is from a low socio-economic background and has never had many opportunities. Because of Miss Johnson's family background and historic lack of privilege, she may feel pressure to present herself more positively than she feels on assessments so as not to put her opportunities at risk.

Plan of Action

Based on this initial interview and assessment with Miss Johnson, Miss DeVoe believes that she is a very responsible and intelligent young woman whose addition to the Student Council would benefit the class and herself. Miss Johnson's presenting concerns would be her level of socialization as well as her response to feedback, which Miss DeVoe believes would not hinder her candidacy for treasurer. Miss DeVoe would like to address these concerns over four sessions with Miss Johnson using Solution Focused Brief Therapy (SFBT) to set long and short-term goals to improve her socialization skills and response to feedback. These in-school sessions

would be in continued collaboration with Mrs. Fredericks, Miss Johnson's professional counselor.

Miss Johnson is showing some initiative in improving her own socialization skills by making new friends and running for Student Council. As an intervention to help improve Miss Johnson's socialization skills, Miss DeVoe would like to set goals during SFBT sessions to help her reach out to other students in her classes and community. These goals could include asking others to partner up with her during class projects or practicing speaking up in class. Miss DeVoe is also recommending Miss Johnson the option of joining the school's social skills psychoeducational group that is run by the school counseling program.

Miss DeVoe would also like to set goals to help Miss Johnson in her reaction to criticism. Miss Johnson reports having strong self-critical reactions to negative feedback such as bad grades. Miss DeVoe would like Miss Johnson to practice positive self-talk in SFBT sessions with the goal of eventually practicing it as a daily habit.