

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Your use of this material constitutes acceptance of that license and the conditions of use of materials on this site.



Copyright 2011, The Johns Hopkins University and Judith Bass. All rights reserved. Use of these materials permitted only in accordance with license rights granted. Materials provided "AS IS"; no representations or warranties provided. User assumes all responsibility for use, and all liability related thereto, and must independently review all materials for accuracy and efficacy. May contain materials owned by others. User is responsible for obtaining permissions for use from third parties as needed.



JOHNS HOPKINS
BLOOMBERG
SCHOOL *of* PUBLIC HEALTH

Instrument Development: Assessment and Translation

Judy Bass, MPH, PhD
Johns Hopkins University

Class Objectives

- Be able to ...
 - Determine which types of assessments are appropriate for different types of information
 - Describe the strengths and weaknesses of different assessment methods
 - Generate options for translating assessments



JOHNS HOPKINS
BLOOMBERG
SCHOOL *of* PUBLIC HEALTH

Section A

What Can We Assess and What Are
Different Assessment Methods?

Individual-Level Information

- Signs and symptoms
- Functioning
 - Activities and tasks
 - Roles
- Coping strategies
- Risk and resiliency factors

Family-, Peer-, and Community-Level Information

- Peers and family level
 - Relationships/interactions
 - Setting
 - ▶ School
 - ▶ Home
 - ▶ Work
- Community level
 - Neighborhood characteristics
 - Available resources
 - ▶ Educational
 - ▶ Health
 - ▶ Economic

Assessment Methods

- Self-report
- Proxy report
- Expert evaluations
 - Standardized interviews using combination of self-report and expert opinion
 - Clinical review
- Biological tests/markers
- Observation
- Other?

Self-Report

For each of the following activities, please state if you have done it **IN THE LAST 6 MONTHS**.

	Yes (1)	No (0)	Don't remember (2)
E01. Started a small business or income-generating project			
E02. Started up a close friendship			
E03. Sought health care at a clinic or hospital			

Proxy Report

In the last two weeks, how much more difficulty has your child had than others in doing the following ...

No more difficulty than others لم يواجه صعوبات أكثر من غيره	Little more difficulty than others واجه صعوبات أكثر بقليل من غيره	Moderate amount more difficulty than others واجه صعوبات أكثر بنسبة متوسطة	Lot more difficulty than others واجه صعوبات أكثر من غيره بنسبة كبيرة	Often cannot do it غالباً لا يستطيع فعل العمل	I don't know لست أدري	No more difficulty than others لم يواجه صعوبات أكثر من غيره
0	1	2	3	4	5	AY01. Going to school الذهاب إلى المدرسة
0	1	2	3	4	5	AY02. Doing fun activities or going to entertainment القيام بنشاطات ممتعة أو ترفيهية
0	1	2	3	4	5	AY03. Playing اللعب
0	1	2	3	4	5	AY04. Walking with confidence المشي بثقة

Expert Evaluation

- Semi-structured interviews
 - Structured Clinical Interview for DSM-IV (SCID)
 - Geriatric Mental State Schedule
 - Semi-structured Clinical Interview for Children and Adolescents
- Strengths
 - Standard questions
 - Each client asked question in the same way
 - Space for additional details

Expert Evaluation

- Clinical interview
 - Clinician
 - Psychiatric history
 - Current mental status
- Strength
 - What segment of sample population has any diagnosis
- Weakness
 - Not standardized

Biological Tests and Markers

- Neurotransmitters, i.e., serotonin
- Brain imaging, e.g., for Alzheimer's
- Genetics
 - Family trees
 - Genetic sequencing

Observations

- Transects
 - Recording and counting occurrences of phenomena and observations
 - Examples: observing known drug neighborhood; school environment
- Why this is considered a valid research method
 - Systematic
 - Recording form with predetermined information to be gathered



Observations

- Geographic Information System (GIS)
 - Locations
 - Distances
 - Example: mapping violent activity in a neighborhood



Challenges with Different Methods

- Self-reporting biases
 - Social desirability/acquiescence bias
 - Answering to be included in services

Challenges with Different Methods

- Self-reporting biases
 - Social desirability/acquiescence bias
 - Answering to be included in services
- Proxies may have different relationships than “expected”

Challenges with Different Methods

- Self-reporting biases
 - Social desirability/acquiescence bias
 - Answering to be included in services
- Proxies may have different relationships than “expected”
- Variation in definition of problems
 - Cultural influences could impact

Challenges with Different Methods

- Self-reporting biases
 - Social desirability/acquiescence bias
 - Answering to be included in services
- Proxies may have different relationships than “expected”
- Variation in definition of problems
 - Cultural influences could impact
- **Completeness of measure**

Challenges with Different Methods

- Self-reporting biases
 - Social desirability/acquiescence bias
 - Answering to be included in services
- Proxies may have different relationships than “expected”
- Variation in definition of problems
 - Cultural influences could impact
- Completeness of measure
- Lack of technical resources for biomarkers