



Issues Associated with Screening and Assessment

Psychology 470

Introduction to Chemical Addictions

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Training Issues

- Important to know what the instrument is designed to be used for.
- Know the strengths and limitations of the instrument
- Important to be trained on using the instrument
- Important to practice using the instrument BEFORE using it with a client

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Community Issues

- Location of clinic
- Community Resources
 - Gov. Agencies
 - Private agencies
 - Providers
 - Referral resources
- Available resources
 - Are they affordable
 - Do you even have professionals in the area?

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Facility Issues

- Numerous things may cause problems during the screening or assessment process.
 - Room temperature
 - Noise
 - Lighting
 - Persons Voice
 - Room Setup
 - Layout of the clinic
 - How does the staff relate to your patients/clients

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Client and Counselor Issues

- Anxiety
- Motivation to do well or poorly
- Attention
- Fatigue by the client or clinician
- Nods of the head by the clinician when the examinee is on the right track or frown or blank stare when they are not.

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Counselor Scoring Issues

- Unless machine scored, there is always some judgment required to score a test. Even if you follow the guidelines errors can still occur
 - Can change the test results.
- Following the guidelines and good training can reduce judgment errors.

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False Positives and False Negatives

- False Positives
 - The participant does not have problem; but are incorrectly identified as having a problem.
- False Negatives
 - Subject has a problem but is incorrectly identified as not having a problem.

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Screening vs. Assessment

- Screening DOES NOT equal assessment

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Screening

- Should be able to be done in a variety of settings and at the paraprofessional level
- Should be quick 15 - 30 minutes (10-15 for adolescents)
- Should be easy to do
- Should be inexpensive / Cost effective
- Instruments should have high reliability and high validity
- Can be incorporated with other tests
 - Liver functioning tests

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Screening Results

- Are designed only to determine if more information is needed.
- Screening does not establish a diagnosis
- Screening instruments are not designed to develop a diagnosis.

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Screening Instruments

- Need to have high reliability and validity
- Must be guided by how the instrument was developed and NORMED
 - Type of setting in which the instrument was developed
 - What was the intended purpose of the instrument

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Assessment

- Is a longer process
- Uses multiple data sources
 - Liver functioning tests
 - Standardized instruments
 - May include significant others
 - May include employers, teachers, etc.
 - **MUST INCLUDE AN INTERVIEW**
 - Is not always done

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Designed to

- Determine who needs treatment
- Determine abuse/dependence severity so a person can be accurately placed in treatment using ASAM criteria
- Be comprehensive such that a provider can develop a DSM diagnosis that is accurate
- Provide clues/indicators that other psychological / psychiatric disorders may be present.

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Approaches to Assessment

- Structured interview
- Self-report
- Instruments/questionnaires,
- Clinical laboratory tests
- Interviews with others
- Collateral information
 - Law enforcement
 - Employment

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Should Include

- Test results
- DSM diagnosis
- Other non-standard diagnosis
- Factors that contribute to the disorder
- Client strengths (especially for adolescents)
- Plan of action
 - Immediate and long-term

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Gold Standard

- Assessment diagnosis must be able to stand up in court.
 - Especially with youth, offenders, and persons with co-existing disorders
- Problem, often it cannot.

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Why

- Instruments used have poor reliability and validity.
- The assessment was not comprehensive
 - Allows attorneys the capability to get a person into treatment when they did not need treatment
 - E.g. Deferred Prosecution for DWI
 - Used as an extenuating circumstance when conducting a crime. - The _____ made me do it.

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Assessments Should

- Identify those who are experiencing problems and the stage of dependence
- Assess the full spectrum of problems for which treatment is needed
- Plan an appropriate intervention
- Involve significant others as needed
- EVALUATE the effectiveness of the intervention
- Should also identify client strengths as well as problems (usually not done)

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DSM IV

- Diagnostic and Statistical Manual of Mental Disorders IV
- Is the major diagnostic manual of the American Psychiatric Association and American Psychological Association
- Views disorders as having both mental and physical components.

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Conceptualizes Mental Disorders as Having:

- Behavioral dysfunctions
and/or
- Psychological dysfunctions
and/or
- Physical dysfunctions

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Does not Include

- Deviant behavior (political, religious, or sexual)
- Conflicts between individuals and society
 - Unless the deviant or conflict is a symptom of a dysfunction in the individual

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Diagnosis

- Is a First Step in a Comprehensive Treatment Plan
 - Usually need a lot more information
 - Criteria offered in the manual are guidelines
 - Reflects a consensus of the field
 - Does not encompass everything

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ICD-9 / ICD-10 Codes

- International Classification of Diseases
- Is the official coding system used in the US
- Most DSM disorders have a numerical ICD code that is associated with a disorder.
- Is used to report diagnostic data to government agencies, private insurers, WHO
- Mandated by the Health Care Financing Administration for Medicare reimbursement.

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Report

- The job is never finished until the paperwork is done
- Is extremely important
 - Need for third party payments
 - Need for managed care evaluations
 - Need for state statistics

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Legal/Confidentiality Issues

- Extremely important for adolescents
- Know the regulations for your state

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Conclusions

- Lots of things you need to be aware of when learning about screening and assessment.
- Be aware of the strengths and problems with the process.
- Solid training is necessary throughout the process.
- Must know information from a variety of viewpoints
 - Medical
 - Legal
 - Psychological

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