

## **COMPARATIVE ANALYSIS OF SCIENTIFIC AND APPLIED APPROACHES IN THE SPHERE OF PSYCHOLOGICAL SERVICES**

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This article aims to conduct a comparative analysis of modern approaches to the application of methods of psychological assessment and practice (counseling, therapy, training, etc.), which are obtained from the results of the content analysis of scientific literature and Internet resources of psychological organizations. The relevance of the presented study is associated with modern challenges of a socio-economic and psychological nature and the modernization of the conditions for research, counseling and therapy. Generalization of observations and scientific information indicates that the transformations of recent years have influenced the form and format of interaction between the parties of the psychological service: psychologist-client. The conclusions of the theoretical analysis indicate that the authors of articles and studies do not always indicate the criteria adopted by international or national associations of psychologists. It is also difficult to assess the reliability of studies conducted in different countries, since the ethical principles of the research psychologist are not specified. Content analysis made it possible to determine the features of the presentation, promotion and positioning of psychological services in three countries (Armenia, USA, Russia).

**Key words:** *psychological services, content analysis, methods, scientific character, diagnostics, assessment, test*

A comparative analysis of scientific and applied approaches in the field of psychological services included the use of qualitative and quantitative methods, which made it possible to conduct and generalize a theoretical study and the results of monitoring the representation of psychological services on the websites of psychological organizations. Thus, it is necessary to compare some approaches to the application of qualitative and quantitative methods, their correlation and interpretation in similar studies. It is noted that in the presence of a large number of different approaches and methodological definitions, it remains unclear what are the fundamental features of the area of modern research practice, which is called "qualitative research" (qualitative research).<sup>1</sup> These differences are noted in terms of scientific methodology, validity, strategy, logic, validation, and other major components of the study. One of the books presents in sufficient detail the correlation of qualitative and quantitative methods, their evolution, the specifics of using qualitative methods in the analysis of protocols, discourse, introspection and ethnographic.<sup>2</sup> Another research paper is quite a lot

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<sup>1</sup> Бусыгина Н. П. Методологические основания качественных исследований в психологии. Диссертация кандидат психологических наук, 19 00 01. М.: 2010. <https://www.disserscat.com/content/metodologicheskie-osnovaniya-kachestvennykh-issledovaniy-v-psikhologii>

<sup>2</sup> Handbook of Qualitative Research Methods for Psychology and the Social Sciences. Ed. By John T. E. Richardson. 1996 Wiley-Blackwell, 236 p.

of practical advice that explains the theory of qualitative research and methods of interpretation in health care, and also demonstrates how to approach, start, maintain and disseminate your own research.<sup>3</sup> The advice contained in this book can reasonably be extrapolated to psychological research of both the theoretical and empirical types. Emphasizing the importance of qualitative methods, it is necessary to turn to the specifics of the introduction of quantitative methods in psychological research. Unlike qualitative, quantitative methods are very popular in psychological research and especially in experimental and differential psychology, psychological testing and surveys, psychophysiology, etc.<sup>4</sup> These methods are designed to study objective, quantifiable features, while processing is carried out using ordered, standardized, quantitative procedures.

Based on the research assumption about the need to comply with those criteria that are associated with the introduction of psychological assessment methods in the processes of analyzing scientific data in the provision of services to clients, we will consider some scientific works on this issue. The relevance of the presented analysis is associated with modern challenges of a socio-economic and psychological nature and the modernization of the conditions for research, counseling and therapy. A generalization of observations and scientific information indicates that the transformations of recent years have influenced the form and format of interaction between the parties to the psychological service: a meeting of a psychologist and a client in person or in absentia; e-mail communication, filling out the test on a paper form or through a computer; use of online forms for testing and surveys; and collection of testing metadata. In the Application Guide to Psychological “Tele-Assessment” during the Pandemic Crisis, the following insights can be found that much of the psychological assessment work done by psychologists is timely, necessary, and important. In this time of crisis, with physical distancing and stay-at-home orders, many psychologists may be better off simply putting their psychological assessment work on hold. However, due to the uncertainty of how long this will continue and the fact that many people need to be assessed despite the limitations of current circumstances, these recommendations are intended to help psychologists continue their important work in the most ethical and clinically responsible settings.<sup>5</sup> Such recommendations and discussions in professional forums have allowed many psychologists to independently choose the most appropriate and useful methods of providing psychological services.

Blankenship writes that, his chapter is about context, from the job itself, to the team and organizational culture, to external factors such as economic and political circumstances, all of which can (and should!) impact the nature of an assessment. Although selection, development, succession planning, and mergers and acquisitions constitute the main contexts in which assessments tend to occur

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<sup>3</sup> **Judith Green & Nicki Thorogood.** (2018), *Qualitative Methods for Health Research*. Fourth edition. SAGE Publications Ltd, 440 p.

<sup>4</sup> *Качественные и количественные методы в психолого-педагогических исследованиях: учебное пособие* / С. Б. Перевозкин, Ю. М. Перевозкина, О. О. Андронникова – Новосибирск: НОУ ВПО НГИ, 2014. — 260 с.

<sup>5</sup> American Psychological Association. (2020, May 1). *Guidance on psychological tele-assessment during the COVID-19 crisis*. <https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19>

in organizations, a few other notable situations in which assessments can be used are worth mentioning.<sup>6</sup>

While Datchi in his study demonstrates the treatment of the fictitious family—Sam, Sara, Gabriel, and Julia—using a competency framework; specifically, it shows how clinicians use the findings from the family's assessment and case conceptualization to formulate a treatment plan and select interventions that are relevant to the family's presenting concerns, on the basis of the best available science as well as the family members' needs and preferences. He mentions that future efforts are needed to operationalize, implement, and evaluate family-focused models of juvenile and criminal justice that recognize family relationships as a powerful support system, emphasize respect and collaborative decision making, and describe formal mechanisms for optimal family involvement.<sup>7</sup>

Hanson R. K. (2022) provides a broad conceptual model supporting the use of prediction tools in psychological assessment. At its heart, however, it is a statistics textbook, accompanied by the requisite explanations, equations, and exercises. The book has two types of chapters: those that teach specific statistics and those that discuss the role of prediction and prediction statistics in psychological assessment. The chapters that teach specific statistics are chatty, containing stories, anecdotes, and jokes, along with explanations of how and why these statistics could be used to advance applied practice.<sup>8</sup>

Competence is of paramount importance to training in professional psychology, yet little research has addressed the development of psychometrically sound instruments for assessing competence, despite repeated calls for work in this area. Many current graduate school and internship training programs rely on cumulated hours of supervised clinical training and successful coursework completion as indicators of graduate student success, indicators that are widely regarded as poor proxies for the valid assessment of actual competence (Fouad et al., 2009). The present study by Taylor J. M. and Neimeyer G. J. aimed to address this gap by developing a measure that follows from one of the leading conceptualizations of competence in the field of professional psychology today.<sup>9</sup>

The training of psychologists involves the formation of professional skills, including the ability to assess mental qualities and interpret research data. Also in many countries, a practicing psychologist is required to participate in internships or special training in a particular method. This approach contributes to obtaining the necessary set of competencies for obtaining licenses for practical work in clients. The study by Carrier S. L. and al. aimed to validate a newly developed competency measure for psychology trainees, the Psychology Competency

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<sup>6</sup> **Blankenship, J. R.** (2022). Understanding the context of assessment. In J. R. Blankenship, *Assessing CEOs and senior leaders: A primer for consultants* (pp. 43–67). American Psychological Association. <https://doi.org/10.1037/0000264-003>

<sup>7</sup> **Datchi, C. C.** (2022). From science to practice: Competency-based treatment planning and delivery. In C. C. Datchi. *Best clinical practices for treating families in juvenile and criminal justice systems* (pp. 115–124). American Psychological Association. <https://doi.org/10.1037/0000285-007>

<sup>8</sup> **Hanson, R. K.** (2022). Prediction statistics for psychological assessment. American Psychological Association. <https://doi.org/10.1037/0000275-000>

<sup>9</sup> **Taylor, J. M., & Neimeyer, G. J.** (2022). The development of the Professional Competencies Scale: Foundational, functional, and continuing competencies. *Training and Education in Professional Psychology*, 16(2), 112–120. <https://doi.org/10.1037/tep0000383>

Evaluation Tool for Assessment Skills (PsyCET-A). Fourteen experts reached consensus on 13 of the initial 15 this tool items following two Delphi phases, with almost unanimous agreement that the retained items were relevant to skills in psychological assessment within neuropsychology settings. Other aspects of the instrument, including clarity of language, rating scale, and overall structure, were found useful by all clinicians.<sup>10</sup> Such experiments contribute to the creation of reliable tools for assessing students of educational programs.

In the United States, the need for practicing psychologists in the field of mental health and healthcare is constantly growing, as the requirements for specialists, their training and certification are quite high. However, master's-level training presents unique challenges compared to doctoral training such as shorter training periods and greater variability in training experiences. While doctoral training has been moving toward a competency-based training model, master's-level training can also benefit from adopting competency-based assessments. Moreover, the authors in the work "Methods of assessing scientific competency in health service psychology master's programs" put forward that scientific competence is imperative to ethical and effective master's-level practice. To support the competency-based assessment movement in HSP master's programs, the authors outline assessment methods for scientific competence that can be feasibly and practically adopted by diverse training programs.<sup>11</sup> It is worth mentioning the other study by Bonfils K. A., Longenecker J. M., Hammer L. A. and Luther, L. (2022) "Measuring empathy in groups with high schizotypy: Psychometric evaluation of the Interpersonal Reactivity", where it can be found, that empathy is integral for interpersonal interactions and formation and maintenance of a strong social network. There is wide agreement that empathy is a multidimensional construct, and it is commonly measured with the Interpersonal Reactivity Index (IRI). The IRI is used widely across healthy and clinical populations, yet insufficient evidence exists on whether the IRI is appropriate for use in groups characterized by high levels of schizotypy. This approach, in addition to being psychometrically sound, has the added benefit of being a more brief and targeted assessment that aligns well with contemporary models of empathy.<sup>12</sup>

Now let's consider the features of the problem under study and modern approaches in the Russian psychological school. In Russian science, six functions of psychological assessment are considered, which are implemented in solving theoretical and practical problems of psychology: scientific-methodological, diagnostic, predictive, psychological assessment counseling, educational, and expert.<sup>13</sup>

Another confirmation of the applied significance of the application of psy-

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<sup>10</sup> **Carrier, S. L., Wong, D., Lawrence, K., & McKay, A.** (2022). Preliminary validation of a new competency tool for evaluating assessment skills in professional psychology trainees. *Training and Education in Professional Psychology*, 16(2), 166–172. <https://doi.org/10.1037/tep0000394>

<sup>11</sup> **Botanov, Y., Cooper, L. D., Bertagnolli, A., & Washburn, J. J.** (2022). Methods of assessing scientific competency in health service psychology master's programs. *Training and Education in Professional Psychology*, 16(2), 173–181. <https://doi.org/10.1037/tep0000397>

<sup>12</sup> **Bonfils, K. A., Longenecker, J. M., Hammer, L. A., & Luther, L.** (2022). Measuring empathy in groups with high schizotypy: Psychometric evaluation of the Interpersonal Reactivity Index. *Psychological Assessment*, 34(5), 459–466. <https://doi.org/10.1037/pas0001111>

<sup>13</sup> **Игнатова Е. С.** Психодиагностика [Электронный ресурс]: учеб. пособие / Перм. гос. нац. исслед. ун-т. – Электрон. дан. – Пермь, 2018. – 94 с. <http://www.psu.ru/files/docs/science/books/uchebnipozobiya/ignatova-psykhodiagnostika.pdf>

chological assessment methods is presented in the manual by T. Dvornikov and S. Kostromin (2017). A clear formulation of a psychological diagnosis that differs from a detailed conclusion is an important task in the application of psychological assessment methods. Psychological diagnosis is a concise and clear assessment of the current state of the mental system, expressed in the system of concepts adopted in psychology, reflecting the cause of the existing problem. After this stage, it becomes possible to determine the directions of psychological assistance and the application of intervention methods within the framework of the task.<sup>14</sup>

The author of an analytical article on the critical state of affairs in the field of Russian psychological expertise highlighted in detail the most important scientific and practical problems, among which the issue of the existence of an ethical code of a diagnostic psychologist stands out.<sup>15</sup> In the process of developing scientific foundations and creating methods of psychological assessment - Ovsepyan M. E., Dvornikova T. A., Kostromina S. N., Babushkin G. D., Galiguzova L. N., Kochyunas R. have found application in almost all areas of psychology, namely education, sports, personnel management, developmental psychology, counseling and clinical psychology.<sup>16</sup>

Barlas T.V. expresses objective regret that the theoretical basis that exists in a hidden or explicit form in each test is far from always realized by users, especially those who work with tests from collections or from "piratic" computer programs. The psychological construct measured by the test, as a rule, is not described in them at all or is described in one or two phrases, from which it is impossible to understand what the test actually evaluates and why a psychologist may need to use it. At the same time, there are almost always no theoretical foundations for the measured construct (for example, extraversion or accentuation), for the description of which it is sometimes necessary to analyze entire books.<sup>17</sup>

Regarding Armenian psychologists and their research in the field of psychological assessment it is worth mentioning some of their studies. This issue was investigated by Arakelyan (2017) in the book "Psychological Assessment of Gifted Children", which presents the problem of giftedness, the process of its development and modern ideas about assessment methods. The psychological

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<sup>14</sup> **Дворникова Т. А., Костромина С. Н.** Проблемы современной психодиагностики в образовании: учеб.-метод. пособие. — СПб.: Изд-во С.-Петербур. ун-та, 2017. — 58 с. <https://dokumen.pub/6e4940a658b3f60e1dadb9742ed15756.html>

<sup>15</sup> **Батурин Н. А.** Современная психодиагностика России // Психология. Психофизиология. 2008. №32 (132). <https://cyberleninka.ru/article/n/sovremennaya-psihodiagnostika-rossii> (дата обращения: 25.04.2022).

<sup>16</sup> **Овсепян М. Э.** Место и роль психодиагностики в управлении персоналом // Концепт. 2015. №12. URL: <https://cyberleninka.ru/article/n/mesto-i-rol-psihodiagnostiki-v-upravlenii-personalom> (дата обращения: 25.04.2022).

**Дворникова Т. А., Костромина С. Н.** Проблемы современной психодиагностики в образовании: учеб.-метод. пособие. — СПб.: Изд-во С.-Петербур. ун-та, 2017. — 58 с. <https://dokumen.pub/6e4940a658b3f60e1dadb9742ed15756.html>

**Бабушкин Г. Д.** Психодиагностика в спорте. Издательство: Вузовское образование 2020. — 311 с. Психологическая диагностика развития детей раннего возраста в образовательном процессе. В кн.: **Галигузова Л. Н.** Дошкольная педагогика: учебник и практикум для СПО / Л. Н. Галигу- ... 2-е изд., испр. и доп. - М.: Изд-во Юрайт, 2016. 284 с.

**Кочюнас Р.** Основы психологического консультирования М.: Академический проект, 1999. — 240 с.

<sup>17</sup> **Барлас Т. В.** Психодиагностика в практической психологии: проблемы и перспективы (полемиические заметки) // Журнал практической психологии и психоанализа. 2001. №1-2./ <https://psyjournal.ru/articles/psihodiagnostika-v-prakticheskoy-psihologii-problemy-i-perspektivy-polemicheskie-zametki>

assessment process of giftedness, study models and theoretical directions are described. A model for the withdrawal of gifted children is presented, as well as appropriate methods for carrying out practical work.<sup>18</sup>

“Psychological Assessment of Professional Readiness” is dedicated to the issue of psychological evaluation of professional training. It includes theoretical analyzes, developed and localized psychological assessment tools with relevant tests and questionnaires. The manual ends with practical exercises, which have been tested among the students of general education institutions. The manual can be used effectively by psychologists and pedagogues of educational institutions.<sup>19</sup> Another paper “Devising a Method for Studying the Social and Psychological Maturity of Specialists” presents one of the most important tasks of the modern public service, which concerns the question of psychological compatibility of human resources. The main objectives of the following paper are to find out the criteria that describe personal maturity and to make a tool for measuring the manifestations of those criteria. This tool can be used as method for the measurement of social and psychological maturity of a person.<sup>20</sup>

As a positive example of the presentation of a study conducted with an Armenian-speaking sample, the publication of A. Serobyán et al. (2021), which presents empirical models for the study of dispositional personality traits and sociocultural orientations, questionnaires created on their basis.<sup>21</sup> In H. Avanesyan's textbook, the methodological basics of psychological research are analyzed in detail, the classification of empirical methods and the features of localization and application of psychological assessment methods are described.<sup>22</sup> - ethical principles of the psychologist researcher is indicated.

The conclusion of the theoretical analysis is as follows, it is difficult to draw a conclusion about the degree of scientific character of the methods of psychological assessment; how accurately the rules for transferring the test are observed and by what statistical apparatus the validity is confirmed; in other countries (for example, in Russia and Armenia). The authors of articles and books do not refer to national associations of psychologists, it is difficult to compare the truth of studies conducted in different countries, since the ethical principles of the research psychologist are not indicated. The next stage of the study provided for the method of empirical confirmation of this conclusion, namely, the content analysis of the representation of psychological services on the websites of psychological organizations.

The purpose of the monitoring was as follows: to determine the features of

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<sup>18</sup> **Մ. Առաքելյան**, Օժտված երեխաների հոգեբանական դիագնոստիկա/..- Եր.: Հեղ. հրատ., 2017, 160 էջ:

<sup>19</sup> **Վ. Ռ. Պապոյան, Ա. Ս. Գալստյան, Դ. Յ. Սարգսյան, Մ. Ա. Կարապետյան**, Մասնագետի պատրաստման հոգեբանական գնահատում: Թեստեր և վարժանքներ/ -Եր., ԵՊՀ հրատ., 2020, 198 էջ:

<sup>20</sup> **Galstyan A., Petrosyan L.** Devising a Method for Studying the Social and Psychological Maturity of Specialists / 27th NISPAcee Annual Conference from Policy Design to Policy Practice, Charles University, Prague, Czech Republic, 24/05-26/05, [https://www.nispa.org/conf\\_paper\\_details2019.php?cid=27&p=4497&pid=8911](https://www.nispa.org/conf_paper_details2019.php?cid=27&p=4497&pid=8911)

<sup>21</sup> **Ա. Մերոբյան, Ա. Գրիգորյան, Ն. Խաչատրյան**, Անձի դիսպոզիցիոնալ գծեր և սոցիալ-մշակութային կողմնորոշումներ. հոգեչափողական գործիքների տեղայնացում: Գիտամեթոդական ձեռնարկ, Եր., ԵՊՀ հրատ., 2021, 128 էջ:

<sup>22</sup> **Հ. Մ. Ավանեսյան**, Փորձարարական հոգեբանություն: Ուսումնական ձեռնարկ, 2-րդ վերամշակված հրատ-ուն, Եր., ԵՊՀ հրատ., 2021, 370 էջ:

the presentation, promotion and positioning of psychological services in three countries (Armenia, USA, Russia), in particular, to what extent the importance of psychological diagnostics is present in these processes, as well as to what extent and how these services have scientific validity. Such a comparative analysis is a logical continuation of the theoretical analysis of research in the field of practical psychology in these countries. Comparison of the results of the content analysis will make it possible to determine the trends in the development of psychological services in the Armenian and Russian schools (the post-Soviet stage of development), which in the process of formation proceeded from the experience of Western countries with long historical stages of formation and traditions. The following parameters were chosen for the content of the analysis: the list of services, the available methods and their scientific validity, the focus of the methods, the availability and types of diagnostic services, information about specialists, and ethical principles.

The study was conducted during 2021-2022, as earlier this was prevented by the conditions of isolation during the pandemic, which in one way or another influenced the revision of some forms of work with the client. At the same time, this period contributed to the wider use of remote means of communication and interaction at a professional level. This feature was identified by various additions to the official pages of psychological centers (total for different countries  $N = 124$ ), which were made during and after the situation with Covid-19. For comparison, here is one of the preliminary fragments of an Internet search, namely, the phrases "psychology, services, center" in three languages: English - About 314,000,000 results (0.47 seconds); Armenian - About 324,000 results (0.48 seconds); Russian - About 1,600,000 results (0.46 seconds). The comparison of the selected content units is reliable in terms of the same search time ( $0.47 \pm 1$ ) and the correspondence of the translation of the entered words.

The conclusion of the empirical stage of the study showed that the content analysis of the amount of selected data revealed their supposed ranking in numerical ascending order: Armenian-Russian-English. However, it should be noted that in the English version of the search it is difficult to determine the country, since there were also psychological centers with a translation of the name from Armenian, Russian and other languages. Further monitoring included a thorough selection of data, taking into account the country, city and other specific characteristic units. The most important fact obtained from the two stages of the study is that American psychologists have a mandatory requirement for a license to practice, which corresponds to following the ethical principles of the National Psychological Organization (APA).

**ԻՐԻՆԱ ԲԱԲԱՋԱՆՅԱՆ – Հոգեբանական ծառայությունների ոլորտում գիտական և կիրառական մոտեցումների համեմատական վերլուծություն** – Հոդվածում կատարվում է հոգեբանական գնահատման և պրակտիկ մեթոդների (խորհրդատվություն, թերապիա, թրենինգ, սեմինար և այլն) կիրառման ժամանակակից մոտեցումների համեմատական քննություն, որոնք ստացվել են գիտական գրականության և հոգեբանական կենտրոնների համացանցային ռեսուրսների բովանդակային (կոնտենտ) վերլուծությամբ: Հետազոտության արդիականությունը պայմանավորված է սոցիալ-տնտեսական և հոգեբանա-

կան բնույթի ժամանակակից մարտահրավերներով և փոխակերպումներով, ինչպես նաև ներկայումս հետազոտության, խորհրդատվության և թերապիայի պայմանների ձևափոխմամբ: Դիտումների և գիտական տեղեկատվության ընդհանրացումը ցույց է տալիս, որ վերջին տարիների փոփոխությունները ազդել են հոգեբանական ծառայության կողմերի՝ հոգեբան-շահառու փոխհարաբերությունների վրա: Տեսական վերլուծությունից եզրակացնում ենք, որ հողվածների և ուսումնասիրությունների հեղինակները միշտ չէ, որ նշում են հոգեբանների միջազգային կամ ազգային միությունների ընդունած չափանիշները: Դժվար է գնահատել նաև տարբեր երկրներում կատարված ուսումնասիրությունների հավաստիությունը, քանի որ հստակեցված չեն հետազոտող հոգեբանի էթիկական սկզբունքները: Այս առանձնահատկությունը պարզվել է հոգեբանական կենտրոնների պաշտոնական ինտերնետային էջերի բովանդակությունը վերլուծելիս (ընդհանուր N=124 տարբեր երկրների համար): Համալիր վերլուծությունը հնարավորություն է տվել որոշելու հոգեբանական ծառայությունների մատուցման, առաջխաղացման և դիրքավորման առանձնահատկությունները երեք երկրներում (Հայաստան, ԱՄՆ, Ռուսաստան):

***Բանալի բառեր** – հոգեբանական ծառայություններ, կոնտենտ վերլուծություն, մեթոդներ, գիտական բնույթ, ախտորոշում, գնահատում, թեստ*

**ИРИНА БАБАДЖАНИЯН – Сравнительный анализ научных и прикладных подходов в сфере психологических услуг.** – В данной статье поставлена цель провести сравнительный анализ современных подходов к применению методов психологической оценки и практик (консультирование, терапия, тренинг, семинары и т.п.), которые получены по результатам контент-анализа научной литературы и интернет-ресурсов психологических организаций. Актуальность представленного исследования связана с современными вызовами социально-экономического и психологического характера, а также модернизацией условий исследования, консультирования, психотерапии и тренингов. Обобщение наблюдений и научной информации указывает на то, что трансформации средств коммуникации за последний период повлияли на средства и формат взаимодействия сторон психологического сервиса: психолог-клиент. Выводы теоретического анализа свидетельствуют о том, что авторы статей и исследований не всегда указывают критерии, принятые международными или национальными ассоциациями психологов. Также сложно оценить достоверность исследований, проведенных в разных странах, так как не указаны этические принципы психолога-исследователя. Данная особенность была выявлена посредством контент-анализа интернет-ресурсов на официальных страницах психологических центров (всего по разным странам N = 124). Исследование позволило определить особенности представления, продвижения и позиционирования психологических услуг в трех странах (Армения, США, Россия).

**Ключевые слова:** психологические услуги, контент-анализ, методы, научность, диагностика, оценка, тест