A COMPARATIVE CLINICAL CASE STUDY OF A TRADITIONAL AND POSITIVE PSYCHOLOGICAL PSYCHOMETRIC FEEDBACK

by

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS
(Educational Psychology)

in the

Department of Educational Psychology
Faculty of Education
UNIVERSITY OF PRETORIA

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PRETORIA
August 2010
“And if I stand tall amongst you today... it is because I stand on the shoulders of giants...”

The journey to the completion of this project has been a long and winding one. I would like to take the time to thank the many special people in my life that through love, patience, support and care saw me through this fanatical time...

I would firstly like to thank my Almighty Creator for all the abundance in my life. My family, friends, mentors, my ample gifts and Your blessings in the form of the amazing opportunities and life experiences that I have been blessed with; these have far surpassed my greatest expectations in life. Your blessings are never taken for granted and for your infinite mercy and wisdom that I see materialise in my life every day I am eternally grateful. *La-illaha-illallah*...

To mummy and daddy: thank you for your consistent support, care and prayers throughout my life. May Allah reward you abundantly for all your patience, sacrifices and the love that you unsselfishly shower on us. Always know that these never go unnoticed!!

To Liesel... thank you for being my north star through this process. Your encouragement, motivation and your constant “amplifying” of my strengths was often the fuel that kept me going. Thank you for being an amazing mentor and role-model and for teaching me how to live positive psychology! May God bless you for all that you have shared with me...

To ‘Sia and the rest of the participants, thank you for being so willing to participating in the data collection process and for sharing your experiences so eagerly. Thank you for your efforts, patience and enthusiasm along the way☺

And last but never least, to Wendy... For being an amazing friend, an equally amazing shrink and a caring, patient, and gracious human being! Thank you for your time and effort during the data collection process and for your constant (and unequalled) support.
I, Safia Mohamed (21070637), hereby declare that all the resources that were consulted during the completion of this dissertation are included in the reference list and that this study is my original work.

Ms. S. Mohamed
2010
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Institution : Department of Educational Psychology
Degree : MEd (Educational Psychology)

The purpose of this clinical case study was to compare clients’ and an Educational Psychologist’s experiences of a psychometric feedback from a traditional perspective with feedback from the perspective of positive psychology. The study consulted relevant literature and integrated readings to design frameworks to guide the two modes of feedback. A mixed-method research approach was applied, with a dominant focus on the qualitative aspects of this study (Qualquan), guided by an interpretivist epistemology.

Four adolescent girls and an Educational Psychologist were conveniently selected to participate, with two girls participating in the pilot phase and two in the data collection phase. After the pilot the interview frameworks were adapted. Psychometric profiles were used to generate quantitative data, while audio-visual recordings of the feedback interviews, interview transcripts, field notes, the researcher’s and Educational Psychologist’s reflections, and participants’ pre- and post-feedback narratives contributed to the qualitative data for the study.

Following thematic analysis it emerged that the clients’ experienced four similarities between the two modes of feedback interviews. Both feedback interviews were experienced as satisfactory and positive experiences; both modes provided self- and career knowledge to the participants; both were experienced as comprehensive
feedbacks and the Educational Psychologist highlighted both strengths and weaknesses of the client in each mode. However, the participant who experienced the positive psychological feedback interview received an additional strength-building opportunity.

The lack of significant differentiation between the two modes of feedback interviews may be indicative of the value of the therapeutic alliance between therapists and client. This study’s main contribution to Educational Psychology theory and practice is a framework for a positive psychological feedback interview, which may create opportunities for strength-building discussions.

LIST OF KEY WORDS:

Traditional psychology
Positive psychology
Feedback of psychometric results
Traditional psychology feedback
Positive psychology feedback

Clients’ experiences
Educational Psychologist’s experiences
Researcher’s observations
Client-Therapist relationship
Therapeutic alliance