



Psychology 671 (L01)

Psychological Assessment of Adults

Instructor:	Dr. Kristin von Ranson	Lecture Location:	A 247B
Phone:	403-220-7085	Lecture Days/Time:	TR 11:00 AM-12:15 PM
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Office Hours:	Drop-in or by appointment	Lab location/time:	A 051; R 14:00 - 16:45

Course objectives

The purpose of this course is to provide an overview of theoretical, professional, and ethical issues in the psychological assessment of adults, and help students to develop competence in the administration and interpretation of selected assessment methods and instruments, such as interviews, behavioural assessment and specific intellectual and personality tests. Critical evaluation skills are emphasized. The course consists of discussion, supplemented by lectures. In addition, students will receive supervised practical experience in both laboratory and clinical practicum settings. During the latter part of the course, students will conduct one or two assessments in a clinical setting under the supervision of a registered psychologist.

Class discussion and participation constitute a major component of the course. Students are expected to come to class prepared to comment on and discuss the assigned readings. Please be sure to allot sufficient time to complete the readings for this core course.

Required texts and readings

Haynes, S. N., Smith, G. T., & Hunsley, J. D. (2011). *Scientific foundations of clinical assessment*. Routledge. [HSN]

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). New York: John Wiley and Sons. [G-M]

Sattler, J. M. & Ryan, J.J. (2009). *Assessment with the WAIS-IV*. San Diego: Jerome Sattler, Publisher, Inc. [S&R]

Selected readings, available via Blackboard (see schedule below).

Additional resources available through the department's Clinical Test Library (Admin 272B; <http://psychology.ucalgary.ca/graduate-program/program-clinical-psychology/student-resources/clinical-test-library>) and/or the University of Calgary library:

Antony, M. M., & Barlow, D. H. (Eds.). (2010). *Handbook of assessment and treatment planning for psychological disorders* (2nd ed.). New York: Guilford.

Graham, J. (2006). *MMPI-2: Assessing personality and psychopathology* (4th ed.). New York: Oxford University Press. [test library]

Psychological Assessment

Journal of Personality Assessment

Assessment

European Journal of Psychological Assessment

Mental Measurements Yearbooks

Integrity and security of test materials

Responsible professional conduct dictates that you exercise careful control over the integrity and security of the assessment materials with which you are provided during this course. You may not supply materials or allow access to individual items or protocols to unqualified users (i.e., anyone outside the clinical psychology training program).

Evaluation

In addition to completing assigned readings, you must successfully complete the following course requirements to pass this course.

1. Discussion questions (Pass/Fail)

Each student shall submit in writing three discussion questions at the start of each class, addressing diverse readings whenever possible. The goal is to prepare thoughtful questions that will encourage deeper understanding of relevant substantive, conceptual issues. Use this opportunity to, for example: critically analyze issues raised in the reading(s); integrate the reading with other readings or pertinent knowledge; compare or contrast ideas or methods. Other approaches to preparing thoughtful questions are encouraged. To achieve a passing course grade, discussion questions are required to be submitted for each class, unless otherwise noted by the instructor. I will let you know if your discussion questions need improvement.

2. Class participation (30% of final grade)

As this course is a discussion-based seminar, it is expected that students will prepare for and participate fully in class discussion. Effective participation involves:

- (1) Coming to class, and arriving on time.
- (1) Completing the reading and the assigned written work before class.
- (2) Taking notes on the readings and other assignments to help you organize your thoughts in preparation for making points in class.
- (3) Making comments and asking questions that pertain to the facts and arguments presented in the assigned readings.

- (4) Listening carefully to what others have to say and behaving respectfully toward others.

Attendance is required. Please contact me in advance if you must miss a class. If you miss more than one class, please provide me with a University excuse (see below).

Marks will emphasize the quality of your contributions, and your demonstration of familiarity with and comprehension of the assigned readings. I will provide feedback and provisional class participation marks to let each student know how she or he is doing, on or about October 4.

3. **Midterm exam (35% of final grade)**

Covers all course material and readings through October 23. The exam may include definitions, short and long answer questions. No study aids (e.g., open textbook or notes) will be permitted.

4. **Final exam (35% of final grade)** - Date TBA

Covers all course material and readings on and after October 30. The exam may include definitions, short and long answer questions. No study aids will be permitted.

5. **Laboratory Component (Pass/Fail)**

A separate outline is provided for this part of the course. Students must achieve a passing grade on both the class and lab components to pass this course. Includes interviewing skills, WAIS-IV and life history administration and interpretation, and report-writing skills.

6. **Complete one or two assessments in a clinical practicum setting and submit reports (Pass/Fail)**

Students will complete an intellectual and personality assessment (e.g., WAIS-IV and MMPI-2) of a patient under the supervision of a registered psychologist, and will be expected to integrate assessment information from various sources and to use these data in the formulation of treatment plans. Students are expected to respect client confidentiality and, in general, to behave in a highly professional and ethical manner at all times, both on- and off-site. Professional demeanor, clinical skills, and report-writing ability will be evaluated by your on-site supervisors on a pass/fail basis. In the unlikely event that you fail, you will be required to repeat the practicum component of the course.

Grading Scale:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

Class Topics and Readings – Tentative Schedule

See Blackboard for course announcements and information at

<https://blackboard.ucalgary.ca/webapps/login/>.

Date	Topic	Readings
T Sep 11	Introduction to psychological assessment	Hunsley, J., & Mash, E. (2007). Evidence-based assessment. <i>Annual Review of Clinical Psychology</i> , 3, 29-51.
R Sep 13	Foundations of assessment	G-M, Ch. 1 HSN, Ch. 1
T Sep 18 **Note time & location: 9:30-12:15, A051 Laurel Wallace, guest instructor	Scale development, scale evaluation, and assessment utility	HSN, Ch. 2-6 Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. <i>Psychological Assessment</i> , 7, 309-319. Wood, J., Garb, H. N., & Nezowski, M. T. (2007) Psychometrics: Better measurement makes better clinicians. In S. O. Lilienfeld & W. T. O'Donohue, <i>The great ideas of clinical science: 17 principles that every mental health professional should understand</i> (pp. 77-92). New York: Routledge. (<u>optional</u> - provides a nice, basic overview)
R Sep 20	-----No class today----	
F Sep 21	<i>Last day to drop a course with no W grade and tuition refund.</i>	
M Sep 24	<i>Last day for add or swap courses.</i>	
T Sep 25	Context of clinical assessment	G-M, Ch. 2 HSN, Ch. 7-9
R Sep 27	Overview of assessment	G-M, Ch. 11 Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2006). Why questionable psychological tests remain popular. <i>The Scientific Review of Alternative Medicine</i> , 10, 6-15. Meehl, P. E. (1973). Why I do not attend case conferences. In P. E. Meehl, <i>Psychodiagnosis: Selected papers</i> (pp. 225-302). Minneapolis: University of Minnesota Press.
T Oct 2	Clinical interviewing	G-M, Ch. 3 Summerfeldt, L. J., Kloosterman, P. H., & Antony, M.

		M. (2010). Structured and semistructured diagnostic interviews. In M. Antony & D. Barlow (Eds.), <i>Handbook of assessment and treatment planning for psychological disorders</i> (2 nd ed.), pp. 95-140. New York: Guilford Press.
R Oct 4	Behavioural and cognitive-behavioural assessment	G-M, Ch. 4 Harvey, M. T., Luiselli, J. K., & Wong, S. E. (2009). Application of applied behavior analysis to mental health issues. <i>Psychological Services</i> , 6, 212-222.
T Oct 9	Legal and ethical issues	APA (2002). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i> , 57, 1060 – 1073. (Focus on sections on assessment). http://www.apa.org/ethics/code/index.aspx College of Alberta Psychologists. (2005). Professional guidelines: The control and use of psychological tests. http://www.cap.ab.ca/pdfs/HPAPGFP-ControlandUseofTests.pdf College of Alberta Psychologists. (2005). Practice Bulletin: Protection and disclosure of psychological test data and materials: Ethical and legal obligations of psychologists (pp. 2-5). http://www.cap.ab.ca/pdfs/HPAPracticeBulletins.pdf
R Oct 11	Report writing and providing feedback	S & R, Ch. 5 G-M, Ch. 15 Brenner, E. (2003). Consumer-focused psychological assessment. <i>Professional Psychology: Research and Practice</i> , 34, 240-247. Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients. <i>Psychological Assessment</i> , 4, 268-271.
T Oct 16	Intellectual assessment (I)	G-M, Ch. 5 S & R, Ch. 1-4 (read selectively)
R Oct 18	Intellectual assessment (II)	Benson, N., Hulac, D.M. & Kranzler, J.H. (2010). Independent examination of the Wechsler Adult Intelligence Scale- Fourth Edition. (WAIS-IV). What does the WAIS-IV measure? <i>Psychological Assessment</i> , 22, 121-130. http://library1.ucalgary.ca/u.php?id=3234 Gottfredson, L., & Saklofske, D. H. (2009).

		Intelligence: Foundations and issues in assessment. <i>Canadian Psychology</i> , 50, 183-195.
T Oct 23	Projective techniques	G-M, Ch. 10 Chapman, L. J., & Chapman, J. P. (1967). Genesis of popular but erroneous psychodiagnostic observations . <i>Journal of Abnormal Psychology</i> , 72, 193-204. Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest</i> , 1, 27-66.
R Oct 25	Midterm exam	<i>Covers all course material and readings through October 23</i>
T Oct 30	Personality assessment overview	Holden, R. R., & Troister, T. (2009). Developments in the self-report assessment of personality and psychopathology in adults. <i>Canadian Psychology</i> , 50, 120-130. Lanyon, R. I., & Goodstein, L. D. (1997). <i>Personality assessment</i> . New York: Wiley. Chapter 2: Concepts and definitions (pp.30-54). Samuel, D. B., & Widiger, T. W. (2010). Comparing personality disorder models: Cross-method assessment of the FFM and DSM-IV-TR. <i>Journal of Personality Disorders</i> , 14, 721-745. Wiggins, J. (2003). <i>Paradigms of personality assessment</i> . New York: Guilford. Chapter 4: The multivariate paradigm (pp. 124-163).
R Nov 1	MMPI-2 (I)	G-M, Ch. 7 Butcher, J. N., Graham, J. R., & Ben-Porath, Y. (1995). Methodological problems and issues in MMPI, MMPI-2, and MMPI-A research. <i>Psychological Assessment</i> , 7, 320-329.
T Nov 6	MMPI-2 (II)	Baer, R. A. & Miller, J. (2002). Underreporting of psychopathology on the MMPI-2: A meta-analytic review. <i>Psychological Assessment</i> , 14, 16-26. Helmes, E., & Reddon, J. R. (1993). A perspective on developments in assessing psychopathology: A critical review of the MMPI and MMPI-2. <i>Psychological Bulletin</i> , 113, 453-471. Simms, L. J., Casillas, A., Clark, L. A., Watson, D., Doebbeling, B. N. (2005). Psychometric

		evaluation of the restructured clinical scales of the MMPI-2 . <i>Psychological Assessment</i> , 17, 345-358.
T Nov 8	MCMI-II PAI	G-M, Ch. 8 Hills, H. A. (1995). Diagnosing personality disorders: An examination of the MMPI-2 and MCMI-II. <i>Journal of Personality Assessment</i> , 65, 21-34. Weiner, I. B., & Greene, R. L. (2008). Personality Assessment Inventory. <i>Handbook of personality assessment</i> (pp. 283-313). Hoboken, NJ: Wiley.
T Nov 13	Reading Days – No Classes	
R Nov 15	Suicidality assessment	Canapary, D., Bongar, B., & Cleary, K. M. (2002). Assessing risk for completed suicide in patients with alcohol dependence: Clinicians' views of critical factors. <i>Professional Psychology: Research and Practice</i> , 33, 464-469. Rudd, M. D., & Joiner, T. (1998). The assessment, management, and treatment of suicidality: Toward clinically informed and balanced standards of care. <i>Clinical Psychology: Science and Practice</i> , 5, 135-150.
T Nov 20	Sociocultural issues in assessment	Branch, C.B. (2005). Racial-cultural issues in clinical assessment. In R. Carter (Ed.), <i>Handbook of Racial-Cultural Psychology and Counseling: Training and Practice, Vol. 2</i> (pp. 316-339). Hoboken, New Jersey: Wiley. Poortinga, Y. H. (1995). Cultural bias in assessment: Historical and thematic issues. <i>European Journal of Psychological Assessment</i> , 11, 140 -146. Suzuki, L. A., Kugler, J. F. & Aguiar, L. J. (2005). Assessment practices in racial-cultural psychology. In R. Carter (Ed.), <i>Handbook of Racial-Cultural Psychology and Counseling: Training and Practice, Vol. 2</i> (pp. 297-315). Hoboken, New Jersey: Wiley.
R Nov 22	Clinical judgment	Garb, H. N. (2005). Clinical judgment and decision making. <i>Annual Review of Clinical Psychology</i> , 67-89. Garb, H. N., & Boyle, P. A. (2003). Understanding why some clinicians use pseudoscientific methods. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.),

		<p><i>Science and pseudoscience in clinical psychology</i> (pp. 17-38). New York: Guilford.</p> <p>Grove, W. M., Zald, D. H., Lebow, B. S., Snitz, B. E., & Nelson, C. (2000). Clinical versus mechanical predictions: A meta-analysis. <i>Psychological Assessment, 12</i>, 19-30.</p>
T Nov 27	Wechsler Memory Scales	<p>G-M, Ch. 6</p> <p>Budson, A.E. & Price, B.H. (2005). Memory dysfunction. <i>New England Journal of Medicine, 352</i>, 692-699. (for reference only – will not be examined)</p>
R Nov 29	The relationship between psychological assessment and treatment planning	<p>G-M, Ch. 14</p> <p>Harkness, A. R., & Lilienfeld, S. O. (1997). Individual differences science for treatment planning: Personality traits. <i>Psychological Assessment, 9</i>, 349-360.</p> <p>Poston, J.M. & Hanson, W. E. (2010). Meta-analysis of psychological assessment as therapeutic intervention. <i>Psychological Assessment, 22</i>, 203-212.</p>
T Dec 4	Progress monitoring Discredited tests	<p>Overington, L., & Ionita, G. (2012). Progress monitoring measures: A brief guide. <i>Canadian Psychology, 53</i>, 82-92.</p> <p>Norcross, J. C., Koocher, G. P., & Garofalo, A. (2006). Discredited psychological tests: A Delphi poll. <i>Professional Psychology: Research and Practice, 37</i>, 515-522.</p>
R Dec 6	Brief measures	<p>G-M, Ch. 13</p> <p>Mueller, J. M., Postert, C., Beyeer, T., Furniss, T., & Achtergarde, S. (2010). Comparison of eleven short versions of the Symptom Checklist 90-Revised (SCL-90-R) for use in the assessment of general psychopathology. <i>Journal of Psychopathology and Behavioral Assessment, 32</i>, 246-254.</p>
F Dec 7	Fall Term Lectures end	
Dec 10-19	<p>Fall Term Final Exams</p> <p>(Final exam TBA; exam covers all course material and readings from October 30 on.)</p>	

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence from a Test/Exam

Students who miss a term test due to a valid and documented official University reason (illness, domestic affliction, or religious conviction) have 48 hours to contact AND schedule a makeup test with the instructor. The onus is on the student to have a makeup test approved and scheduled within 48 hours, or the makeup test option is forfeited. The same process applies to missed makeup tests. At the instructor's discretion, the makeup test may differ significantly in form and/or content from the missed test. However, the makeup test cannot differ in weight (% of final grade) from the missed test. Except in extenuating circumstances (a documented official University medical excuse), a makeup test must be written within 2 weeks of the missed test. Absence from a final exam, and deferral of a final exam, are handled by Enrolment Services (see http://www.ucalgary.ca/registrar/deferred_final). Students absent from a final exam must notify the instructor within 48 hours and must then apply for an official deferred final exam no later than the deadline indicated in the Examinations Schedule.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 21, 2012**. Last day for registration/change of registration is **September 24, 2012**. The last day to withdraw from this course is **December 7, 2012**.