



Psychology 671 (L01)

Psychological Assessment of Adults

Instructor:	Dr. Kristin von Ranson	Lecture Location:	SS 008
Phone:	403-220-7085	Lecture Days/Time:	TR 11:00 AM - 12:15 PM
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Course objectives

The purpose of this course is to provide an overview of major theoretical, professional, and ethical issues in the psychological assessment of adults, and to 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. Development of critical evaluation skills is 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. Preparing thought papers is intended to help facilitate discussion and understanding of key concepts.

Required texts and readings

These texts are available at the University Bookstore.

Haynes, S. N., Smith, G. T., & Hunsley, J. D. (2011). *Scientific foundations of clinical assessment*. New York: 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 are available via D2L.

Additional resources available through the department's Clinical Test Library (Admin 030; <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.

Ben-Porath, Y. (2012). *Interpreting the MMPI-2-RF*. Minneapolis: Univ. of Minnesota Press. [e-book]

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. Class participation and thought papers (30% of final grade)

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

- (1) Coming to class, and arriving on time.
- (2) Completing the reading and assigned written work before class.
- (3) Contributing actively: raising issues and asking questions that pertain to the facts and ideas 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 must miss more than one class, please provide me with a University excuse (see below).

At the start of each class, each student is required to submit a 1- to 2-page (double-spaced, 12-point font, 1" margins) thought paper. Writing thought papers gives you the opportunity to actively integrate your learning and organize your thoughts about the readings as well as to prepare you to participate in an informed discussion. In your thought papers, describe your reactions to, thoughts about, or appraisals of the ideas in one or more of the readings for that class. Late papers will not be accepted. I

will give you feedback on the quality of each thought paper in the form of a checkmark (✓ [satisfactory], ✓+ [excellent], or ✓- [needs improvement]).

Be prepared to raise and discuss your ideas and questions in class. You must submit a thought paper and participate actively in each class to receive full credit for participation.

Participation marks will incorporate classroom participation and thought papers, emphasizing the quality and quantity of your contributions and your demonstrated familiarity with the assigned readings. I will provide you a provisional participation mark by **October 2** as feedback on how you are doing.

2. Midterm exam (35% of final grade)

Covers all course material and readings through October 21. The exam may include definitions, short and long answer questions. No study aids (e.g., open textbook or notes) will be permitted.

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

Covers all course material and readings on and after October 28. The exam may include definitions, short and long answer questions. No study aids will be permitted.

4. 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.

5. 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

For course announcements and information, visit d2l.ucalgary.ca.

Date	Topic	Readings
T Sep 9	Introduction to psychological assessment	
R Sep 11	Foundations of assessment	G-M, Ch. 1 HSN, Ch. 1 Barlow, D. H. (2005). What's new about evidence-based assessment? <i>Psychological Assessment</i> , 17, 308-311.
T Sep 16	Psychometric foundations	Wood, J., Garb, H. N., & Nezworski, 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. HSN, Ch. 2-3
R Sep 18	Scale development, scale evaluation, and assessment utility	Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. <i>Psychological Assessment</i> , 7, 309-319. HSN, Ch. 4-5
F Sep 19	Last day to drop a course with no W grade and tuition refund.	
M Sep 22	Last day for add or swap courses.	
T Sep 23	Scale development, scale evaluation, and assessment utility	HSN, Ch. 6-8
R Sep 25	Multisource assessment data; context of clinical assessment	G-M, Ch. 2 HSN, Ch. 9 Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i> , 56, 81-105.
T Sep 30	Clinical judgment	Garb, H. N. (2005). Clinical judgment and decision making. <i>Annual Review of Clinical Psychology</i> , 67-89. Grove, W. M., Zald, D. H., Lebow, B. S., Snitz, B. E., & Nelson, C. (2000). Clinical versus mechanical prediction: A meta-analysis. <i>Psychological Assessment</i> , 12, 19-30. Marx, B. P., Humphreys, K. L., Weathers, F. W., Martin, E. K., Sloan, D. M., Grove, W. M., . . . Keane, T. M. (2008). Development and initial validation of a

		statistical prediction instrument for assessing combat-related posttraumatic stress disorder. <i>Journal of Nervous and Mental Disease</i> , 196, 605-611. (This article provides an example of statistical prediction)
R Oct 2	Thematic Apperception Test The use of questionable tests	G-M, Ch. 11 (read selectively) 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 7	Legal and ethical issues in assessment	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 tests by psychologists. College of Alberta Psychologists. (2013). Standards of practice. (Note section 12 in particular).
R Oct 9	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.
M Oct 13	<i>Thanksgiving Day; University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
T Oct 14	Behavioural and cognitive-behavioural assessment; intellectual assessment	G-M, Ch. 4, 5
R Oct 16	Intellectual assessment	S & R, Ch. 1-4 (read selectively) Gottfredson, L., & Saklofske, D. H. (2009). Intelligence: Foundations and issues in assessment. <i>Canadian Psychology</i> , 50, 183-195. doi: 10.1037/a0016641
T Oct 21	Personality assessment overview	Lanyon, R. I., & Goodstein, L. D. (1997). <i>Personality assessment</i> . New York: Wiley. Chapter 2: Concepts and definitions (pp. 30-54). Wiggins, J. (2003). <i>Paradigms of personality assessment</i> .

		<p>New York: Guilford. Chapter 4: The multivariate paradigm (pp. 124-163).</p> <p>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.</p> <p>Harkness, A. R. (2005). Essential Paul Meehl lessons to personality assessment psychology. <i>Journal of Clinical Psychology</i>, 61, 1277-1294. (skim)</p>
R Oct 23	Midterm exam	<i>Covers all course material and readings through Oct 21.</i>
T Oct. 28	MMPI-2	<p>G-M, Ch. 7</p> <p>Harkness, A. R., Finn, J. A., McNulty, J. L., & Shields, S. M. (2012). The Personality Psychopathology-Five (PSY-5): Recent constructive replication and assessment literature review. <i>Psychological Assessment</i>, 24, 432-443.</p>
R Oct 30	MMPI-2	<p>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.</p> <p>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.</p> <p>van der Heijden, P. T., Egger, J. I., Rossi, G. M., Grundel, G., & Derksen, J. J. (2013). The MMPI-2-Restructured Form and the Standard MMPI-2 Clinical scales in relation to DSM-IV. <i>European Journal of Psychological Assessment</i>, 29, 182-188.</p>
T Nov 4	MCMI-II PAI	<p>G-M, Ch. 8</p> <p>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.</p> <p>Weiner, I. B., & Greene, R. L. (2008). Personality Assessment Inventory. <i>Handbook of personality assessment</i> (pp. 283-313). Hoboken, NJ: Wiley.</p> <p>Edens, J. F., & Ruiz, M. A. (2008). Identification of mental disorders in an in-patient prison psychiatric unit: Examining the criterion-related validity of the Personality Assessment Inventory. <i>Psychological Services</i>, 5, 108-117.</p>

R Nov 6	Science-practice gap	<p>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.), <i>Science and pseudoscience in clinical psychology</i> (pp. 17-38). New York: Guilford.</p> <p>Baker, T. B., McFall, R. M., & Shoham, V. (2008). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. <i>Psychological Science in the Public Interest</i>, 9, 67-103.</p>
Nov 8-11	<i>Reading Days. No lectures.</i>	
T Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
T Nov. 13	Projective techniques	<p>G-M, Ch. 10 (read pp. 385-397; skim pp. 397-446)</p> <p>Chapman, L. J., & Chapman, J. P. (1967). Genesis of popular but erroneous psychodiagnostic observations. <i>Journal of Abnormal Psychology</i>, 72, 193-204.</p> <p>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.</p>
T Nov 18	Sociocultural issues in assessment	<p>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.</p> <p>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.</p> <p>Fields, A. J. (2010). Multicultural research and practice: Theoretical issues and maximizing cultural exchange. <i>Professional Psychology: Research and Practice</i>, 41, 196-201.</p> <p>Canadian Psychological Association. (1996/2001). Guidelines for non-discriminatory practice.</p>
R Nov 20	Suicidality assessment	<p>Chu et al. (2013). A tool for the culturally competent assessment of suicide. <i>Psychological Assessment</i>, 25, 424-434. (skim)</p> <p>Hayashi, N., Igarashi, M., Imai, A., Osawa, Y., Utsumi, K., Ishikawa, Y., . . . Okazaki, Y. (2010). Psychiatric</p>

		<p>disorders and clinical correlates of suicidal patients admitted to a psychiatric hospital in Tokyo. <i>BMC Psychiatry</i>, 10, 109.</p> <p>Tran, T., Luo, W., Phung, D., Harvey, R., Berk, M., Kennedy, R. L., & Venkatesh, S. (2014). Risk stratification using data from electronic medical records better predicts suicide risks than clinician assessments. <i>BMC Psychiatry</i>, 14, 76. doi: http://dx.doi.org/10.1186/1471-244X-14-76</p>
T Nov 25	Brief measures Discredited tests	<p>G-M, Ch. 13</p> <p>Norcross, J. C., Koocher, G. P., & Garofalo, A. (2006). Discredited psychological treatments and tests: A Delphi poll. <i>Professional Psychology: Research and Practice</i>, 37, 515-522.</p>
R Nov 27	Progress monitoring	<p>Overington, L., & Ionita, G. (2012). Progress monitoring measures: A brief guide. <i>Canadian Psychology</i>, 53, 82-92.</p> <p>Ionita, G., & Fitzpatrick, M. (2014). Bringing science to clinical practice: A Canadian survey of psychological practice and usage of progress monitoring measures. <i>Canadian Psychology/Psychologie canadienne</i>, 55, 187-196.</p>
T Dec 2	The relationship between psychological assessment and treatment	<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</i>, 9, 349-360.</p> <p>Poston, J.M. & Hanson, W. E. (2010). Meta-analysis of psychological assessment as therapeutic intervention. <i>Psychological Assessment</i>, 22, 203-212.</p> <p>Lilienfeld, S. O., Garb, H. N., & Wood, J. M. (2011). Unresolved questions concerning the effectiveness of psychological assessment as a therapeutic intervention: Comment on Poston and Hanson (2010). <i>Psychological Assessment</i>, 23, 1047-1055.</p>
R Dec 4	Wrap-up, review	<p>Youngstrom, E. A. (2013). Future directions in psychological assessment: Combining evidence-based medicine innovations with psychology's historical strengths to enhance utility. <i>Journal of Clinical Child & Adolescent Psychology</i>, 42, 139-159, doi: 10.1080/15374416.2012.736358</p>

F Dec 5	<i>Fall Term Lectures end.</i> Last day to withdraw with permission from Fall Term half courses.
Dec 8-18	<i>Fall Term Final Exams</i> (Final exam TBA; exam covers all course material and readings from October 30 on.)

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; no reappraisal of term work is permitted after the 15 days. 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

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

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 19, 2014**. Last day for registration/change of registration is **September 22, 2014**. The last day to withdraw from this course is **December 5, 2014**.