



DEPARTMENT OF PSYCHOLOGY
Faculty of Arts

PSYC 671 (L01)	Psychological Assessment of Adults	Fall 2018
Instructor: Dr. Kristin von Ranson	Lecture Location: EDC 286	
Phone: 403-220-7085	Lecture Time: T 9:00-11:45 AM	
Email: kvonrans@ucalgary.ca	Lab Instructors Amanda Fernandez fernanda@ucalgary.ca	
Office: AD 272	Chantelle Magel camagel@ucalgary.ca	
Office Hours: By appointment	Lab location/time: EDC 292M; T 1:00-3:45 PM	

Course Description and Goals

In this course we review major theoretical, professional, and ethical issues in the psychological assessment of adults, and help students develop competence in the administration and interpretation of selected assessment methods and instruments, including specific intellectual and personality tests and clinical interviews, and basic competence in report writing. You will receive supervised practical experience in both laboratory and clinical practicum settings. Development of your critical evaluation skills is emphasized. The reading load is heavy; make sure you allow enough time to finish the readings before each class.

There are two principal goals of this course: (1) to help you become familiar with, and an appropriately critical consumer of, the research literature on adult psychological assessment, and (2) to provide you with the fundamental skills necessary to administer and interpret commonly-used psychological measures used with adults.

Course Objectives: Upon the completion of this course, students will be able to:

1. Discuss major theoretical and psychometric issues in the field of adult psychological assessment, such as concepts and approaches to ability and personality testing, the impact of base rates on assessment, and comparing clinical and mechanical approaches to assessment.
2. Administer, score, and interpret selected psychological tests; conduct clinical interviews; integrate results into written reports; and provide client feedback.
3. Proactively deal with ethical issues arising in professional evaluation situations.
4. Understand the appropriate uses and limitations of psychological measures and assessment, including current legal and ethical issues.
5. Appreciate their own fallibility and limitations as a clinical assessor.

Required Texts

Selected readings are available via hyperlink below or D2L (<https://d2l.ucalgary.ca>). In addition, the following required texts are available at the university bookstore and on reserve at the UCalgary library:

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

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). New York: John Wiley and Sons. [G-M]

- To buy the digital access code for this text via the Bookstore, here is a link:
http://www.campusbookstore.com/integration/AccessCodes/default.aspx?bookseller_id=12&Course=PSYC+671
- This book is available to rent from the Bookstore for the semester for \$89, instead of buying the book new for \$150. More information about the Bookstore's rental program can be found here: <https://www.calgarybookstore.ca/rental.asp>

Suhr, J. A. (2015). *Psychological assessment: A problem-solving approach*. New York: Guilford Press. [S]

Link to Ebook: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1802455>

***The university's license permits only 2 online users at a time. A suggestion: when you access the full text, print or save to PDF the pages you need and release the Ebook for others to have a turn.**

Additional Resources

The following resources are available through the UCalgary library and/or the department's Clinical Test Library, located in EDC 281R; test.library@ucalgary.ca; <https://psychology.ucalgary.ca/graduate-program/clinical-psychology-graduate-program/clinical-training>.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: Author.

Antony, M. M., & Barlow, D. H. (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]

Fernández-Ballesteros, R. (2003). *Encyclopedia of psychological assessment*. London: Sage.

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

Hersen, Michel (2004). *Comprehensive handbook of psychological assessment*. Hoboken, NJ : Wiley.

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

Psychological Assessment
Journal of Personality Assessment
Assessment

European Journal of Psychological Assessment
Mental Measurements Yearbooks

Important regulatory information is available on the College of Alberta Psychologists website:
<http://www.cap.ab.ca/>.

Professional Standards and Security of Test Materials

This course does not qualify students to use structured measures independently. Full qualification occurs after completion of practica, internship/residency, advanced degrees, and supervised practice, and involves meeting provincial licensing requirements. Your manner and dress while training should reflect the highest professional standards. Responsible professional conduct dictates that you exercise strict 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 tests, individual items, or protocols to unqualified users, i.e., any individuals outside our clinical psychology training program. Assessment results obtained from volunteer subjects are considered practice. You must treat all assessment materials as privileged information.

Evaluation

You must successfully complete the following course requirements, and achieve a passing grade in both the class and lab components, to achieve a passing grade.

1. **Thought Questions (9 x 1% = 9%)** - You will post a thought question on D2L no later than 9pm the night before each readings-based class (#4-6, 8-13). Your goal is to identify and post an issue, criticism, or stimulating thought related to that week's readings. Try to limit your thought question to a paragraph. Be sure to read everyone's thought questions before coming to class.
2. **Seminar Participation (11 x 1% = 11%)** - You are expected to be actively involved in each class, including by contributing to discussions in each discussion-based class (weeks 3-13). Classes during weeks 1-2 will also involve time for (ungraded) discussion.
3. **Article Leading (3 x 5% = 15%)** - You will lead the discussion of 3 readings, each for 25-40 minutes (the duration will depend on the particular class). At the start of each class, I will tell you how much time you have. The available readings are marked with an asterisk in the schedule. Your goals are to (1) help students identify *key issues and concepts* in the article, (2) seek opportunities to integrate concepts with ones you've already read, and (3) create interest and discussion. As you prepare, feel free to integrate others' thought questions with your own ideas and questions. Guide the class through the key issues and examples of relevant research, without rushing or cutting off productive discussion. Highlight the take-home messages of the reading. You will be marked on your preparation, quality of your questions, and success at generating discussion.
4. **Midterm exam (32.5%)** - This exam will cover all course material and readings through October 16. The exam will include definitions, short-answer and long-answer questions. No study aids (except a calculator) will be permitted.
5. **Final exam (32.5%)** - Date determined in the first class. This exam will cover all course material and readings that follow the midterm exam. The exam will include definitions, short answer and long answer questions. No study aids will be permitted.
6. **Laboratory (Pass/Fail)** - A separate outline is provided for this practically-oriented portion of the course, which covers topics such as interviewing skills, WAIS-IV administration and interpretation, and report-writing skills.
7. **Complete one or two assessments in a clinical practicum setting and submit reports (Pass/Fail)** - In November, each student will complete an intellectual and personality assessment (e.g., WAIS-IV plus MMPI-2 or MCMI-II) of a patient under the supervision of a registered psychologist in the community. You will be expected to integrate assessment information from various sources and to use these data in formulating treatment plans and in a written report. Students must behave in a unimpeachably professional and ethical manner at all times. Professional demeanor, clinical skills, and report-writing skills will be evaluated by your on-site supervisors on a pass/fail basis. In the unlikely event that you fail this practicum, 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 (e.g., 89.5% will be rounded up to 90% = A, but 89.4% will be rounded down to 89% = A-).

Important dates and tentative schedule – Subject to change (see D2L for updates)

Class	Date	Topic	Readings
1	T Sept 11	Foundations of psychological assessment	Suhr, Ch. 1-2 G-M, Ch. 1 (pp. 1-10 and 26-36 only)
		Evidence-based assessment	Suhr, Ch. 3
2	T Sept 18	Psychometrics	Suhr, Ch. 6 <i>Read this chapter first for context</i>
		Scale development, scale evaluation, and assessment utility	HSH, Ch. 1-4
3	T Sept 25	Scale development, scale evaluation, and assessment utility	HSH, Ch. 5-9
		Why use multisource assessment data?	Suhr, Ch. 8
		Context of clinical assessment	G-M, Ch. 2
4	T Oct 2	Clinical judgment	*Garb, H. N. (2005). Clinical judgment and decision making. <i>Annual Review of Clinical Psychology</i> , 67-89. http://bit.ly/1tVlICK
			*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. http://bit.ly/1pHkH1S
		Thinking critically	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. http://bit.ly/1sCb0Qp <i>Focus on how this reading relates to Garb's examples</i>
		Integrating assessment information	Suhr, Ch. 13
		Noncredible responding	Suhr, Ch. 4
	M Oct 8	Thanksgiving Day, no classes	
5	T Oct 9	Clinical interviewing, behavioural observations	Suhr, Ch. 7 G-M, Ch. 3, pp. 77-92 only *Rettew, D. (2009). Meta-analyses of agreement between diagnoses made from clinical evaluations and standardized diagnostic interviews. <i>International Journal of Methods in Psychiatric Research</i> , 18, 169-184. doi: 10.1002/mpr.289 http://bit.ly/2CFgXLU
		Intellectual assessment	G-M, Ch. 5, pp. 139-161 only; <i>the remainder for reference</i> Suhr, Ch. 11 Gottfredson, L., & Saklofske, D. H. (2009). Intelligence: Foundations and issues in assessment. <i>Canadian Psychology</i> , 50, 183-195. doi: 10.1037/a0016641 http://bit.ly/VQInEm

6	T Oct 16	Personality assessment	<p>Suhr, Ch. 10</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. http://bit.ly/1vmHBie</p> <p>*Lanyon, R. I., & Goodstein, L. D. (1997). <i>Personality assessment</i>. New York: Wiley. Chapter 2: Concepts and definitions (pp. 30-54). See posted PDF</p> <p>*Lengel, G. J., Helle, A. C., DeShong, H. L., Meyer, N. A., & Mullins-Sweatt, S. N. (2016). Translational applications of personality science for the conceptualization and treatment of psychopathology. <i>Clinical Psychology: Science and Practice</i>, 23, 288-308.</p>
		MMPI-2	<p>G-M, Ch. 7, pp. 243-262 only; <i>skim the remainder for reference</i></p> <p>*Williams, C. L., & Lally, S. J. (2016). MMPI-2, MMPI-2-RF, and MMPI-A administrations (2007-2014): Any evidence of a "new standard"? <i>Professional Psychology: Review and Practice</i>. https://bit.ly/2MbVxdE</p>
7	T Oct 23	Midterm exam (90 min)	<i>Covers all course material and readings through Oct. 16.</i>
		Legal and ethical issues in assessment	<p>APA (2002, 2010). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i>, 57, 1060-1073. <i>Focus on sections on assessment</i></p> <p>http://www.apa.org/ethics/code/index.aspx</p> <p>College of Alberta Psychologists. (2013). Practice guidelines: Control and use of tests by psychologists. http://bit.ly/2CZ9e8L</p> <p>College of Alberta Psychologists. (2013). Standards of practice. http://bit.ly/2F5ailY</p>
8	T Oct 30	PAI	*G-M, Ch. 8 – <i>read for context</i>
		MCMI-IV	*G-M, Ch. 9 – <i>read for context</i>
		NEO	*G-M, Ch. 10 – <i>skim</i>
		Personality assessment	<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. http://bit.ly/1nDmVdS</p>
9	T Nov 6	The use of questionable tests and methods	<p>*Garb, H. N., & Boyle, P. A. (2015). Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), <i>Science and pseudoscience in clinical psychology</i>, 2nd ed. (pp. 19-41). New York: Guilford. See posted PDF</p>
		Projective techniques	<p>G-M, Ch. 11 (read pp. 513-528)</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. http://bit.ly/1vRYdvv</p>
		Behavioural and cognitive-behavioural assessment	*G-M, Ch. 4
	Nov 11-17	Term Break, no classes	

10	T Nov 20	Sociocultural issues in assessment	<p>Suhr, Ch. 5</p> <p>Canadian Psychological Association. (1996/2001). Guidelines for non-discriminatory practice. https://bit.ly/2OPp0sv</p> <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. http://bit.ly/1Oie3Zj</p> <p>*Geisinger, K.R. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. <i>Psychological Assessment, 6</i>, 304-312. http://bit.ly/2EbpeE2</p>
		Brief measures Progress monitoring	<p>Suhr, Ch. 9</p> <p>G-M, Ch. 13</p> <p>Overington, L., & Ionita, G. (2012). Progress monitoring measures: A brief guide. <i>Canadian Psychology, 53</i>, 82-92. http://bit.ly/1nDrcOU</p>
11	T Nov 27	The relationship between psychological assessment and treatment	<p>G-M, Ch. 14, 15</p> <p>Suhr, Ch. 14</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, 37</i>, 515-522. http://bit.ly/2Ee2cfX - focus on assessment-related material</p> <p>*Poston, J.M. & Hanson, W. E. (2010). Meta-analysis of psychological assessment as therapeutic intervention. <i>Psychological Assessment, 22</i>, 203-212. http://bit.ly/1qhn6Pv</p> <p>*Bar-Kalifa, E., Atzil-Slonim, D., Rafaeli, E., Peri, T., Rubel, J. & Lutz, W. (2016). Therapist-client agreement in assessments of clients' functioning. <i>Journal of Consulting and Clinical Psychology, 84</i>, 1127-1134. http://bit.ly/2CxgtUu</p> <p>*Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. <i>Cognitive and Behavioral Practice, 22</i>, 36-48. http://bit.ly/2CKkSxt</p>
12	T Dec 4	Suicidality assessment	<p>*Sommers-Flanagan, J., & Shaw, S. L. (2016). Suicide risk assessment: What psychologists should know. <i>Professional Psychology: Research and Practice, 48</i>, 98-106. http://bit.ly/2m5MRaz</p>
		Wrap-up	<p>*Youngstrom, E. A., Choukas-Bradley, C. D., Calhoun, C. D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. <i>Cognitive and Behavioral Practice, 22</i>, 20-35. http://bit.ly/2qwiWNs</p> <p>*Hunsley, J. (2015). Translating evidence-based assessment principles and components in clinical</p>

			practice settings. <i>Cognitive and Behavioral Practice</i> , 22, 101-109. http://bit.ly/2CzhSdm
	F Dec 7	<i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>	
	Dec 10-20	<i>Winter Term Final Examinations.</i>	
	Dec. 11, 9:00-11:45	Final exam	

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 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.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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 Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen 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.ucalgary.ca/provost/students/ombuds>)

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 13, 2018**. Last day for registration/change of registration is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.