



**University of Calgary
Department of Psychology**

**Psychological Assessment of Adults - PSYC 671 H(3-3)
Fall 2006**

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Course Objectives:

The purpose of this course is to provide an overview of the theoretical, professional, and ethical issues in psychological assessment and to develop competence in the administration and interpretation of selected instruments. The course will consist of lectures, discussions, and demonstrations. In addition to providing a basic understanding of the development and psychometric properties of each test, the course will provide students with "hands-on" experience both in the classroom and in a practicum setting. During the latter part of the course, students will be required to conduct one or two assessments in a clinical setting, under the supervision of a registered Clinical Psychologist. Students will be expected to integrate assessment data from various sources and to use this data in the formulation of treatment plans.

Required Texts:

Groth-Marnat, G. (2003). Handbook of psychological assessment. fourth edition. New York: John Wiley.

Graham. J (2006). MMPI-2. Assessing Personality and Psychopathology. Fourth Edition. New York: Oxford.

Selected readings. WAIS-III, MMPI-II, and MCMI-III and other test materials and manuals will be made available to you.

For your information, The Journal of Personality Assessment, the Journal of Clinical Psychology, and Psychological Assessment are three of the key journals in this area. The Journal of Personality Assessment, Psychological Assessment and the Mental Measurement Yearbooks are available on-line through the library.

Integrity and Security of Test Materials:

Throughout the course you will be provided with assessment materials. Responsible professional conduct dictates that you exercise careful control over the integrity and security of such materials. You may not supply materials or provide access to individual items and protocols to unqualified users.

Evaluation:

In addition to completing the assigned readings you will be required to do the following:

1. **Lab Component (15%)**

- Interviewing
- WAIS-III administration

2. **Two Assessment Reports (Pass/Conditional Pass)**

For the reports I will provide you with data from some combination of the WAIS-III, the MMPI-II, and the MCMI-III, as well as additional information (e.g. history, diagnostic interview, mental status) which you will be required to integrate with test data. In the interests of good clinical practice, the emphasis will be on the clarity and brevity of psychological reports. These assignments will be evaluated on a pass/conditional pass (subject to revision) basis.

3. **Minor Presentation (10%)**

The purpose of this presentation is to focus on topical areas in adult assessment that have received recent attention in the literature. Presentations should not exceed 20 minutes in length, and should review the assigned readings, highlighting the issues and reviewing the existing research and/or practice issues. Students should distribute an outline of their presentation and a brief reference list.

Minor presentation topics:

- a) Analogue Behavioral Observation (class 2)
Selected article(s) from special series, Psychological Assessment, (2001), 13 (1), 3-98. – focus on adult examples
- b) Self-monitoring (class 3)
Selected article(s) from special section, Psychological Assessment, (1999), 11 (4), 411-489.
- c) Computerized and internet assessment (class 3)
Selected article(s) from special section, Psychological Assessment, (2000), 12 (1), 3-60; 2004, American Psychologist, 59, 150-162.
- d) WAIS-III Short-forms (class 7), see sections of Sattler and Groth-Marnat
- e) Outcome monitoring – e.g., SCL-90, Brief Symptom Inventory Scales (class 8)
Groth-Marnat, chapter 13.
- f) Emotional intelligence (class 7)– validity and assessment

4. **Major Presentation (25%)**

The goal of this presentation is to familiarize students with assessment techniques and issues with specific populations and/or conditions, including but not limited to the following: older adults, forensic populations, personality disorders, chronic pain/illness, substance abuse, risk of aggression, malingering, achievement testing for adults (WIAT, WRAT-3). Presentations should be approximately 50 minutes in length. Students should distribute an outline of their presentation and a brief reference list.

David Hodgins 5/18/06 4:00 PM

Deleted: g) Assessment of interests (class 9) - Lowman, R. L. & Carson, A.D. Assessment of interests. In Graham, J.R., Naglieri, J.A. & Weiner, I.B. (2003). Handbook of Psychology. Volume 10. assessment Psychology. New York: John Wiley and Sons. .

5. Midterm exam (25%)**6. Final exam (25%) - Date TBA**

7. Complete one or two **assessments in a clinical setting** and submit reports. Students are expected to respect client confidentiality and, in general, to behave in a professional and ethical manner at all times. Professional demeanor, clinical skills, and report-writing ability will be evaluated by your on-site supervisors and will be assessed on a pass/fail basis. In the unlikely event that a student fails, he/she 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%

Topics and Readings:**Class 1 – Sept. 21** **Introduction to psychological assessment**

Groth-Marnat (2003). Chapter 1

Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W., & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, *56*, 128-165.

Class 2 – Sept. 28 and**Class 3 – Oct 5** **a) Clinical interviewing/behavioural and cognitive-behavioural assessment**

Groth-Marnat (1999). Chapter 3, 4

b) Scale development, scale evaluation, and assessment utility

Note: While the number of readings may seem daunting and the content rather dry, there are basically four issues or questions that are addressed, as follows:

- What are the steps involved in constructing an assessment scale? A short form? An equivalent form for another cultural group?
- How should the psychometric properties of a scale be evaluated? Related to this, what are the problems with using alpha coefficients and what are your alternatives
- What is validity? The articles range from a basic treatment of validity issues (Clark & Watson, 1998) to more complex topics such distinctions between representational versus

elaborative validity, establishing validity for constructs/traits versus behaviours/response classes, and an in-depth discussion of content validity (e.g., relationship to construct validity, the importance of context, and the dynamic nature of content validity).

d) What factors influence assessment utility? Included here is a discussion of the importance of base rates and the problems with using cut scores.

In choosing the articles, I have tried to keep content overlap to a minimum. Focusing on the above issues may make these readings more palatable! Hopefully, much of the basic material will be a review for you.

a) Scale construction

Dawis, R. V. (1998). Scale construction. In A. E. Kazdin (Ed.), Methodological issues and strategies in clinical research (pp. 193-213). Washington D.C. APA.

Smith, G.T. et al., (2000). On the sins of short-form development. Psychological Assessment, 12, 102-111.

Reise, S & Henson, J.M. (2003). A discussion of modern versus traditional psychometrics as applied to personality assessment scales. Journal of Personality Assessment, 81, 93-103.

Hambleton, R.K. (2001). The next generation of the ITC Test translation and adaptation guidelines. European Journal of Psychological Assessment, 17, 164-172.

b) Scale evaluation/validity issues

Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. Psychological Assessment, 6, 284-290.

Schmitt, N. (1996). Uses and abuses of coefficient alpha. Psychological Assessment, 4, 350-353.

Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. In A. E. Kazdin (Ed., 1998), Methodological issues and strategies in clinical research (pp. 215-239). Washington D.C. APA.

Foster, S. L., & Cone, J. C. (1995). Validity issues in clinical assessment. Psychological Assessment, 7, 248-260.

c) Assessment utility

Kamphuis, J. H. & Finn, S.E (2002). Incorporating base rate information in daily clinical decision making. In J. N. Butcher (Ed.), Clinical personality assessment: Practical approaches (pp. 257-268). N.Y.: Oxford.

Dwyer, C. A. (1996). Cut scores and testing: Statistics, judgement, truth, and error. Psychological Assessment, 4, 360-362.

c) Legal and ethical issues, automated assessment

Referral, report writing, and providing feedback

Groth-Marnat (2003). Chapters 2, 15.

APA (1996). Statement on the disclosure of test data. American Psychologist, 51, 644-648.

Cohen, L. J. (1980). The unstated problem in a psychological testing referral. American Journal of Psychiatry, 137, 1173-1176.

Pope, K. (1992). Responsibilities in providing psychological test feedback to clients. Psychological Assessment, 4, 268-271.

Class 4 – Oct. 12 **Intellectual assessment**

Groth-Marnat, G. (2003). Chapter 5

Sattler, J.M. (2001). Assessment of children: Cognitive application. WAIS-III sections. San Diego: Jerome M. Sattler. (Read selectively.)

Neisser, U. et al. (1996). Intelligence: Knowns and unknowns. American Psychologist, 51, 77-101.

Saklofke, D. H., Hildebrand, D.K., & Gorsuch, R.L. (2000). Replication of the factor structure of the Wechsler Adult Intelligence Scale – Third Edition with a Canadian sample. Psychological Assessment, 12, 436-439.

Class 5 – Oct. 19 **a) Personality assessment**

Lanyon, R. I., & Goodstein, L. D. (1997). Personality assessment. New York: Wiley. Chapter 2: Concepts and definitions

Wiggins, J. (2003). Paradigms of Personality Assessment. New York: Guilford. Chapter 4: The multivariate paradigm.

Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions. American Psychologist, 51, 469-477.

b) The MMPI

Groth-Marnat, G. (2003). Chapter 7 (adult sections only).

Graham, J. (2006). MMPI-2. Assessing Personality and Psychopathology. Fourth Edition. New York: Oxford. (Read selectively.)

Hathaway, S. R. (1990). MMPI-2: Manual for administration and scoring. Minnesota: U. of Minnesota Press. (Available from the test library. Read selectively.)

Helmes, E., & Reddon, J. R. (1993). A perspective on developments in assessing psychopathology: A critical review of the MMPI and MMPI-2. Psychological Bulletin, *113*, 453-471.

Baer, R.A. & Miller, J. (2002). Underreporting of psychopathology on the MMPI-2: A meta-analytic review. *Psychological Assessment*, *14*, 16-26.

Class 6 - Oct 26 – Midterm Exam

Class 7– Nov. 2 The MCMI-III

Groth-Marnat, G. (2003). Chapter 8.

Millon, T. (1987). Manual for the MCMI-II. Minneapolis: National Computer Systems. (Available from the Test Library. Read selectively.)

Davis, R. D. (1999). Millon: Essentials of his science, theory, classification, assessment, and therapy. Journal of Personality Assessment, *72*, 330-352.

Choca, J. P. (1999). Evolution of Millon's personality prototypes. Journal of Personality Assessment, *72*, 353-364.

Hsu, L.M. (2002). Diagnostic validity statistics and the MCMI-III. *Psychological Assessment*, *14*, 410-422.

Hills, H. A. (1995). Diagnosing personality disorders: An examination of the MMPI-2 and MCMI-II. Journal of Personality Assessment, *65*, 21-34.

Class 8 – Nov. 9 9am-10am only Dr. S. Longman, Student presentations

Longman, R.S. (2004). Values for comparison of WAIS-III Index scores with overall means. Psychological Assessment, *16*, 323-325.

Class 9 – Nov. 16 Rorschach (Konnert)

Groth-Marnat, G. (2003). Chapter 10

Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. Psychological Science in the Public Interest, *1*, 27-66.

Class 10 – Nov. 23 Neuropsychological Assessment (Dr B Suffield); Student presentation

Groth-Marnat, G. (2003). Chapter 12

Class 11 – Nov. 30 Wechsler Memory Scales; Student presentation

Groth-Marnat, G. (2003). Chapter 6

Budson, A.E. & Price, B.H. (2005). Memory dysfunction. New England Journal of Medicine, 352, 692-699. (for reference only – will not be examined)

Class 12 – Dec 7 The relationship between psychological assessment and treatment planning/ Assessment of interests/ Student presentations

Groth-Marnat, G. (2003). Chapter 14.

Harkness, A. R., & Lilienfeld, S. O. (1997). Individual differences science for treatment planning: Personality traits. Psychological Assessment, 9, 349-360.

Lowman, R. L. & Carson, A.D. Assessment of interests. In Graham, J.R., Naglieri, J.A. & Weiner, I.B. (2003). Handbook of Psychology. Volume 10. assessment Psychology. New York: John Wiley and Sons

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen 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 fifteen 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 fifteen 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 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 fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Important Dates

The last day to drop this course and **still receive a fee refund** is September 22, 2006. The last day to withdraw from this course is December 8, 2006.