

Psychology 671 (L01)	Psychological Assessment of Adults	Fall 2016
Instructor: Dr. Kristin von Ranson	Lecture Location: AD 247	
Phone: 403-220-7085	Lecture Days/Time: T 9:30-12:15	
Email: kvonrans@ucalgary.ca	Lab Instructors Leah Tobin ltobin@ucalgary.ca	
Office: AD 272	Kirsti Toivonen Kirsti.toivonen@ucalgary.ca	
Office Hours: By appointment	Lab location/time AD 248; T 3:30-6:15	

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 clinical interviews and specific intellectual and personality tests. Students receive supervised practical experience in both laboratory and clinical practicum settings. Development of students' critical evaluation skills is emphasized.

Required Text and Readings

Selected readings are available via D2L. In addition, the following required texts are available at the University of Calgary Bookstore and on reserve at the University of Calgary 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]

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

Additional Resources

The following resources are available through the U of C library and/or the department's Clinical Test Library, located in EDC 281R (test.library@ucalgary.ca; <http://psychology.ucalgary.ca/graduate-program/program-clinical-psychology/student-resources/clinical-test-library>).

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. (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]

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

Obtain important regulatory information via links on the College of Alberta Psychologists website <http://www.cap.ab.ca/>.

Integrity and security of test materials

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., individuals outside our clinical psychology training program.

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. **Article Leading (4 x 5% = 20%)** - You will lead the discussion of 4 readings (see available readings marked with an asterisk in the schedule below), each for approximately 30 minutes (the duration will depend on the particular class). Your goal is to not simply summarize the readings, but to (1) help identify key points in the article and (2) 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 some examples of relevant research, without rushing or cutting off productive discussion. Ensure the take-home messages of the reading are clear. You will be marked on your preparation, quality of your questions, and success at generating discussion.
2. **Thought Questions (10 x 1% = 10%)** - You will post a thought question on D2L prior to 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. You must post it no later than 10pm the night before class. Be sure to read everyone's thought questions before coming to class.
3. **Seminar Participation (10 x 1% = 10%)** - You are expected to contribute to discussions during each readings-based class.
4. **Midterm exam (30%)** - This exam will cover all course material and readings through October 18. The exam will include definitions, short answer and long answer questions. No study aids will be permitted.
5. **Final exam (30%)** - Date TBA. 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 part 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, students 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. They will be expected to integrate assessment information from various sources and to use these data in formulating treatment plans. Students must behave in a highly professional and ethical manner at all times, both on- and off-site. 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

Date	
M Sep 12	Lecture begins.
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 26	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
Nov 10-13	Reading Days. No lectures.
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 12-22	Final exam period.

Tentative Schedule

Class	Date	Topic	Readings
1	T Sep 13 Lecture	Foundations of psychological assessment	Suhr, Ch. 1-2 G-M, Ch. 1
		Evidence-based assessment	Suhr, Ch. 3
2	T Sep 20 Lecture	Psychometrics	Suhr, Ch. 6
		Scale development, scale evaluation, and assessment utility	HSH, Ch. 1-4
3	T Sep 27 Lecture	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 4	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
		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
		Integrating assessment information	Suhr, Ch. 13
		Noncredible responding	Suhr, Ch. 4
5	T Oct 11	Clinical interviewing, behavioural observations	*Suhr, Ch. 7 G-M, Ch. 3
		Intellectual assessment	G-M, Ch. 5 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 18	Personality assessment	Suhr, Ch. 10 *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 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
		MMPI-2	G-M, Ch. 7 *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> . doi: 10.1037/pro0000088 http://bit.ly/2cDq9UU
7	T Oct 25	Midterm exam	<i>Covers all course material and readings through Oct 18.</i>
8	T Nov 1	PAI	*G-M, Ch. 8
		MCMI-IV	*G-M, Ch. 9
		Personality assessment	*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
9	T Nov 8	NEO	G-M, Ch. 10 *Harkness, A. R., & Lilienfeld, S. O. (1997). Individual differences science for treatment planning: Personality traits. <i>Psychological Assessment</i> , 9, 349-360. http://bit.ly/1AUwDk2
		Behavioural and cognitive-behavioural assessment	*G-M, Ch. 4
10	M Nov 15	Legal and ethical issues in assessment	APA (2002, 2010). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i> , 57, 1060-1073. (Focus

			<p>on sections on assessment) http://www.apa.org/ethics/code/index.aspx College of Alberta Psychologists. (2013). Practice guidelines: Control and use of tests by psychologists. See posted PDF. College of Alberta Psychologists. (2013). Standards of practice. See posted PDF.</p>
		Sociocultural issues in assessment	<p>Suhr, Ch. 5 Canadian Psychological Association. (1996/2001). Guidelines for non-discriminatory practice. http://bit.ly/1tW29Kz *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 *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. http://bit.ly/1P254w</p>
11	T Nov 22	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. See posted PDF. 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, 9</i>, 67-103. http://bit.ly/1qx8Bbb</p>
		Projective techniques	<p>G-M, Ch. 11 (read pp. 513-528) Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest, 1</i>, 27-66. http://bit.ly/1vRYdvu</p>
		The use of questionable tests	<p>*Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2006). Why questionable psychological tests remain popular. <i>The Scientific Review of Alternative Medicine, 10</i>, 6-15. http://bit.ly/VNBx2N</p>
12	T Nov 29	Brief measures Progress monitoring	<p>Suhr, Ch. 9 G-M, Ch. 13 *Overington, L., & Ionita, G. (2012). Progress monitoring measures: A brief guide. <i>Canadian Psychology, 53</i>, 82-92. http://bit.ly/1nDrcOU</p>
		The relationship between psychological assessment and treatment	<p>G-M, Ch. 14, 15 Suhr, Ch. 14 *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 Lilienfeld, S. O., Garb, H. N., & Wood, J. M. (2011). Unresolved questions concerning the effectiveness of psychological assessment as a therapeutic intervention: Comment on</p>

			Poston and Hanson (2010). <i>Psychological Assessment</i> , 23, 1047-1055. http://bit.ly/VNFODy
13	T Dec 6	Suicidality assessment	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.ezproxy.lib.ucalgary.ca/10.1186/1471-244X-14-76 *Witte, T. K., Holm-Denoma, J. M., Zuromski, K. L., Gauthier, J. M., & Ruscio, J. (2016). Individuals at high risk for suicide are categorically distinct from those at low risk. <i>Psychological Assessment</i> . http://bit.ly/2cxi5SV
		Wrap-up	*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 http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/15374416.2012.736358

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 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>.**

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. 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.

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 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.