
PSYC 671	Psychological Assessment of Adults	Fall 2020
Instructor: Kristin von Ranson, Ph.D., R.Psych.	Lecture URL:	https://ucalgary.zoom.us/j/95160236130?pwd=V3hzOHdmVzI5TTNQZ0JQRnVZVOVRdz09
Phone: 403-220-7085	Lecture Day/Time:	Tuesday 9:00-11:45 AM (MT)
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Course Description and Objectives

In this course we review major theoretical, professional, and ethical issues in the psychological assessment of adults. We help students develop competence in the administration and interpretation of selected assessment methods and instruments, including certain intellectual and personality tests and clinical interviews, and basic competence in report writing. Students receive practical assessment training in a laboratory setting. Development of your critical evaluation skills is emphasized.

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

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

1. Explain 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.

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.

Course Format

Lectures will be taught live (i.e., synchronously) via Zoom during each scheduled class as per the course schedule below, and will be recorded and posted to D2L after class.

Because this course will meet virtually, students must ensure they have reliable access to technology, as follows:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

Details about these technology requirements are posted [online](#). Please let the instructor know if you have any questions or concerns about having reliable access to technology.

Prerequisites

Admission to the M.Sc. or Ph.D. program in Clinical Psychology.

Required Texts and Readings

Selected readings are available via the D2L (<https://d2l.ucalgary.ca>) Reading List, located under My Tools. In addition, the following three required texts are available from the University Bookstore and, where indicated, the University library:

Haynes, S. N., Smith, G. T., & Hunsley, J. D. (2019). *Scientific foundations of clinical assessment* (2nd ed.). 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]
Link to ebook: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1802455>

***The university's license permits only 1 online user 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.**

Supplementary Resources

Most of the following resources are available through the University 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. (2020). *Handbook of assessment and treatment planning for psychological disorders* (3rd ed.). New York: Guilford.

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

- Cicchetti, D. V. (1993). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment*, 6(4), 284–290.
<https://doi.org/10.1037/1040-3590.6.4.284>
- Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological Assessment*, 31(12), 1412.
<http://dx.doi.org/10.1037/pas0000626>
- Comas-Dias, L. (2012). *Multicultural care: A clinician's guide to cultural competence*. Washington, DC: American Psychological Association.
- Fernández-Ballesteros, R. (2003). *Encyclopedia of psychological assessment*. London: Sage.
- Garb, H. N. (1998). *Studying the clinician: Judgment research and psychological assessment*. American Psychological Association.
- Graham, J. (2012). *MMPI-2: Assessing personality and psychopathology* (4th ed.). New York: Oxford University Press.
- Hersen, Michel (2004). *Comprehensive handbook of psychological assessment*. Hoboken, NJ: Wiley.
- Hunsley, J., & Allan, T. (2019). Clinical assessment in cognitive-behavioral therapies. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of Cognitive-Behavioral Therapies* (4th ed.). New York: Guilford.
- Lichtenberger, E. O., & Kaufman, A. S. (2012). *Essentials of WAIS-IV assessment* (Vol. 96). John Wiley & Sons.
- 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

Professional Standards and Security of Test Materials

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

Completion of 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 requires one to meet provincial licensing requirements.

When interacting with others in a professional capacity, your manner and dress while training should reflect the highest professional standards. You must treat all assessment materials as privileged information. 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 the clinical psychology training program.

Assessment results obtained from practice sessions with volunteer subjects are not considered valid, so must not be shared with the subject.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Assessment Methods

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

1. **Thought Questions (9 x 1% = 9%).** You must post a thought question on D2L no later than 5pm the evening before each readings-based class (#4-12). 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 (10 x 1% = 10%).** You are expected to participate actively in class, i.e., by contributing substantively to discussions in each discussion-based class (weeks 3-12). Classes in 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 class. At the start of class, ask me how much time you will have. The available readings are marked with an asterisk in the schedule. Your goals are to: (1) help fellow students identify and understand 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. You may integrate others' thought questions with your own questions. During class:
 - Spend **≤ 2 minutes** recapping highlights of the reading (i.e., key details). Do not summarize the entire reading, which everyone will have read.
 - Guide the class through the key issues and examples of relevant research, without rushing or cutting off productive discussion. Ask open-ended questions.
 - Highlight 1-2 key take-home messages of the reading (**≤ 2 minutes**).You will be marked on your preparation, quality of your questions, and success at generating discussion.
4. **Midterm oral exam (33%).** This exam will cover all course material and readings through October 13. The exam will include definitions, short-answer and long-answer questions. ***Exams in this course are closed book. The use of resources, including class notes, the textbook, and online resources is prohibited during the exams in this course. However, a calculator will be permitted during the exam. Students may not communicate with others about course material or the exam either in person or electronically during exams.*
5. **Final oral exam (33%).** 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 portion of the course, which covers practical 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 report(s) (Ungraded).** Normally, during this course each student completes a practicum that involves completing an intellectual and personality assessment (e.g., WAIS-IV plus MMPI-2 or MCMI-IV) of a client under the supervision of a registered psychologist. Additionally, normally students integrate assessment information from various sources, formulate a treatment plan, and prepare a written report. Students are expected to consistently behave in a professional and ethical manner. Professional demeanor, clinical skills, and report-writing skills are evaluated by practicum supervisors. **This year, due to COVID-19, a similar practicum will take place after the fall semester,**

when it is safe to do so. The practicum experience will not be included in your grade for this course. However, you will be required to complete this assessment and accompanying report satisfactorily before continuing to future clinical practica.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

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-).

Tentative Lecture Schedule

Class	Date	Topic	Readings
1	T Sep 8	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 Sep 15	Psychometrics	Suhr, Ch. 6 - <i>Read this chapter first for context</i>
		Scale development, scale evaluation, and assessment utility	HSH, Ch. 1-4
	R Sep 17	Last day to drop a class without financial penalty	
	F Sep 18	Last day to add or swap a course	
3	T Sep 22	Scale development, scale evaluation, and assessment utility	HSH, Ch. 5; 6 (<i>skim</i>); 7-9
		Why use multisource assessment data?	Suhr, Ch. 8
		Context of clinical assessment	G-M, Ch. 2
	F Sep 25	Fee payment deadline for Fall Term full and half courses.	

4	T Sep 29	Clinical judgment	*Garb, H. N., & Wood, J. M. (2019). Methodological advances in statistical prediction. <i>Psychological Assessment, 31(12)</i> , 1456-1466.
		Thinking critically	*Bowes, S. M., Ammirati, R. J., Costello, T. H., Basterfield, C., & Lilienfeld, S. O. (2020). Cognitive biases, heuristics, and logical fallacies in clinical practice: A brief field guide for practicing clinicians and supervisors. <i>Professional Psychology: Research and Practice</i> . http://dx.doi.org/10.1037/pro0000309 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. <i>Focus on how this reading relates to clinical decision-making and judgment</i>
		Integrating assessment information	Suhr, Ch. 13
5	T Oct 6	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, 18</i> , 169-184. doi: 10.1002/mpr.289
		Intellectual assessment	G-M, Ch. 5, pp. 139-161; <i>the remainder for reference</i> Suhr, Ch. 11 *Gottfredson, L., & Saklofske, D. H. (2009). Intelligence: Foundations and issues in assessment. <i>Canadian Psychology, 50</i> , 183-195.
	M Oct 12	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
6	T Oct 13	MMPI-2	G-M, Ch. 7, pp. 243-262 only; <i>Skim the remainder for reference</i> *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, 48</i> , 267-274.
		Personality assessment	Suhr, Ch. 10 Holden, R. R., & Troister, T. (2009). Developments in the self-report assessment of personality and psychopathology in adults. <i>Canadian Psychology, 50</i> , 120-130. Reardon, K. W., Mercadante, E. J., & Tackett, J. L. (2018). The assessment of personality disorder: methodological, developmental, and contextual considerations. <i>Current Opinion in Psychology, 21</i> , 39-43. *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, 23(3)</i> , 288-308.
7	T Oct 20	Midterm exam (30 min; times to be scheduled)	<i>Covers all course material and readings through Oct. 13.</i>

8	T Oct 27	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> *Widiger, T. A., Crego, C., Rojas, S. L., & Oltmanns, J. R. (2018). Basic personality model. <i>Current Opinion in Psychology</i> , 21, 18-22. <i>Will not be examined.</i>
		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.
9	T Nov 3	Projective techniques	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</i> , 1, 27-66.
		The use of questionable tests and methods	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> , 2 nd ed. (pp. 19-41). New York: Guilford.
		Behavioural and cognitive-behavioural assessment	*G-M, Ch. 4
	Nov 8-14	Term Break No Classes	
	W Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
10	T Nov 17	Legal and ethical issues in assessment	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> College of Alberta Psychologists. (2013). Practice guidelines: Control and use of tests by psychologists. College of Alberta Psychologists. (2013). Standards of practice.
		Multicultural issues in assessment	Suhr, Ch. 5 Canadian Psychological Association. (1996/2001). Guidelines for non-discriminatory practice. https://bit.ly/2OPp0sv *Smith, S. R., & Krishnamurthy, R. (2018). Evidence-based practice in diversity-sensitive personality assessment. In Smith, S. R., & Krishnamurthy, R. (Eds.), <i>Diversity-sensitive personality assessment</i> (pp. 335-343). New York: Routledge.
11	T Nov 24	Brief measures Progress monitoring	Suhr, Ch. 9 G-M, Ch. 13 *Tasca, G. A., et al. (2019). Outcome and progress monitoring in psychotherapy: Report of a Canadian Psychological Association Task Force. <i>Canadian Psychology/Psychologie Canadienne</i> , 60, 165-177.

12	T Dec 1	The relationship between psychological assessment and treatment	G-M, Ch. 14, 15 Suhr, Ch. 14 *Martin, H. (2018). Collaborative/therapeutic assessment and diversity: The complexity of being human. In Smith, S. R., & Krishnamurthy, R. (Eds.), <i>Diversity-sensitive personality assessment</i> (pp. 259-272). New York: Routledge. *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. 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. <i>Focus on assessment-related material</i>
13	T Dec 8	Evidence-based assessment Wrap-up	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. <i>Focus on assessment-related material</i> *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.
	W Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
	Dec 12-23	Fall Final Exam Period	
	T Dec 15	Final oral exam (30 min; times to be scheduled)	

Absence from a Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. 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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>