

Psychological Assessment Course Syllabus ~ Winter 2012

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Office Hours: By appointment

Classroom: TBD
Lecture: W, 12-3

Overview:

This course begins the process of developing competence in psychological assessment, thereby providing a foundation for future clinical coursework, practica, and supervised work experiences. We will cover basic assessment of cognitive functioning; selected measures of psychosocial, emotional, and personality functioning; ethical, cultural, and clinical issues associated with psychological assessment; case formulation and integrative report writing; and the principles of psychological measurement (including reliability, validity, norms, and standard scores).

The practical focus of this course is on learning to administer and interpret several clinical assessment tools: the Wechsler Adult Intelligence Scale-IV (WAIS-IV), Wechsler Memory Scale-III (WMS-IV), the PAI, and an limited set of neuropsychological assessment tools. Emphasis will also be placed on report writing as an important part of learning to convey interpretations to others in a clear and concise way

By the end of the course, it is expected that students will attain beginning autonomy with the following:

1. Basic understanding of principles of psychological measurement, including reliability, validity, and standardization.
2. Competent administration, scoring, and interpretation of the Wechsler scales, the PAI, and selected neuropsychological measures
3. Greater awareness of professional and ethical issues related to the practice of psychological assessment.
4. Greater awareness of assessment issues with clinically diverse populations.
5. Ability to communicate the results of an intellectual assessment orally and in writing.

Class Participation

Students are expected to be active and informed participants. Group discussion and hands-on activities, rather than instructor lecture, comprise the bulk of in-class sessions. This class has high expectations of the students, and will involve a certain level of clinical commitment, but the goal is that the considerable practical benefits of a more rigorous training in assessment will offset this.

Attendance

Attendance is required for all class meetings. If you are unable to attend, please let me know in advance.

Assigned Readings

There are a number of required and Suggested Reading for Today's Class:s for this course, which optimally should be completed prior to class; e.g., reading list for a specific class/week should be read for that class. Each reading has been chosen with the demands of a hectic graduate student schedule in mind. Carefully reading the materials before class will help you be more familiar with the breadth of material and ultimately facilitate your mastery of the necessary clinical skills.

Primary sources:

- Essentials of Psychological Assessment Series, A.S. Kaufman & N.L. Kaufman, Series Editors
- Lezak, M.D., Howieson, D.B., Bigler, E.D., & Tranel, D. (2012). Neuropsychological Assessment, 5th Ed. New York, NY: Oxford University Press.
- Groth-Marnat, G. (2009). Handbook of Psychological Assessment, 5th Ed. Hokoken, NJ: John Wiley & Sons.

.pdf copies of all readings will be available on Black Board.

Homework Assignments

These will consist of practice administrations (peer and human subject volunteer), your evaluation of a peer's administration, scoring and interpreting of select test protocols, and, finally, a written assessment report from actual testing done with a client in residence at Willamette Family.

Ethical Responsibilities

In many ways, this course is both a class and a mini-practicum. It is expected that all students will conduct themselves in a professional and ethical manner. Confidentiality is of the highest priority. Individuals being tested or interviewed are to be treated with respect. All testing and interviewing must be done in the Psychological Clinic or at Willamette Family (see below). It is the responsibility of the student to inform Dr. Measelle of any situation which presents an ethical dilemma or which threatens the well-being of any volunteer or client.

AS WITH ANY CLINICAL SITUATION, YOUR RESPONSIBILITY TO YOUR CLIENT DOES NOT END UNTIL YOUR CLINICAL DUTIES HAVE BEEN FULFILLED. DUE TO THE SHORTNESS OF THE TERM AND SCHEDULING DIFFICULTIES, THIS MAY MEAN YOU WILL BE FINALIZING YOUR REPORT OR GIVING FEEDBACK INTO THE BEGINNING OF THE SUMMER.

Grading

In order to ensure clinical competency, this course will have a series of graded, hands-on homework assignments. Final grades for the course will be assessed based on the following criteria:

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| 1. Administer WAIS-IV to class partner or willing friend | 5% |
| 2. WAIS-IV scoring exercise | 5% |
| 3. Administer WMS-III to class partner or willing friend | 5% |
| 4. WMS-III scoring exercise | 10% |
| 5. Administer WAIS-IV & WMS-II to volunteer client, score and interpret | 10% |
| 6. Peer check of WAIS-IV & WMS-III scoring for volunteer | 5% |
| 7. Write abbreviated report based on volunteer client scores | 10% |
| 8. PAI scoring exercise | |
| 9. Practice selected neuropsychology tools (e.g., Stroop; Mazes) | 10% |
| 10. Administer "battery" to clinical referral from Willamette Family (WF), score, write up report, and provide feedback | 25% |
| 11. Peer check of all scoring for WF clinical referral | 10% |
| 12. Class participation | 5% |

~Schedule of Classes (Wednesdays 12-3)~

Week 1 (April 4): Course Introduction, Ethics

Week 2 (April 11): Introduction to WAIS-IV Administration & Scoring

Required Reading for Today's Class:

Essentials of WAIS-IV Assessment, pp. 41-84

Suggested Reading for Today's Class:

Lezak, pp. 15-40.

Groth-Marnat, pp. 1-32.

**TO BE COMPLETED BY APRIL 18: WAIS IV ON CLASS PARTNER
OF GRADE.**

Week 3 (April 18): WAIS-IV Administration, Scoring & Interpretation

Required Reading for Today's Class:

Essentials of WAIS-IV Assessment, pp. 85-105; pp. 146-207

Suggested Reading for Today's Class:

Groth-Marnat, pp. 119-182.

DUE APRIL 25: WAIS IV SCORING & INTERPRETATION EXERCISE

**CONTACT AND SCHEDULE HUMAN SUBJECTS VOLUNTEER (JEFF
TO PROVIDE YOU WITH NAME AND EMAIL); SCHEDULE 2-3 HOUR
BLOCK OF TIME TO CONDUCT WAIS-IV & WMS-IV BETWEEN
WEEKS 4 AND 5.**

Week 4 (April 25): WMS-IV Scoring and Interpretation

Required Reading for Today's Class:

Essentials of WMS-IV Assessment, pp. 25-158

Suggested Reading for Today's Class:

Groth-Marnat, pp. 183-206.

Lezak, pp. 466-538.

TO BE COMPLETED BY MAY 2: WMS-IV ON CLASS PARTNER

**HOMEWORK TO BE COMPLETED BY MAY 2: WMS-IV SCORING
EXERCISE**

Week 5 (May 2): Assessment Interview and Report Writing

Required Reading for Today's Class:
Groth-Marnat, pp. 65-94; pp. 559-604

**DUE MAY 9: WAIS-IV & WMS-IV ON HUMAN SUBJECTS
VOLUNTEER**

**DUE MAY 9: WAIS-IV AND WMS-IV VOLUNTEER REPORT AND
PEER CHECK OF SCORING**

Week 6 (May 9): Personality Assessment Inventory (PAI)

Required Reading for Today's Class:
Essentials of PAI Assessment, pp. 26-150

DUE MAY 16: PAI INTERPRETATION EXERCISE

Week 7 (May 16): Neuropsychological Assessment: Overview and Commonly used Measures and Batteries (Actual tools TBD)

Required Reading for Today's Class:
Lezak pp.117-155

**PRACTICE ADMINISTRATION AND SCORING ON PEER OF TBD
NEUROPSYCH MEASURES.**

**INITIATE CONTACT WITH AND SCHEDULE WILLAMETTE FAMILY
CLIENT (JEFF TO PROVIDE YOU WITH NAME AND CONTACT
INFORMATION); SCHEDULE 2 X 1.5 HOUR SESSIONS TO CONDUCT
“BATTERY” BETWEEN WEEKS MAY 23 AND JUNE 6.**

Week 8 (May 23): Neuropsychological Assessment: scoring and interpretation with target population, e.g., dual diagnoses, including substance A&D clients.

Required Reading for Today's Class:
Lezak pp. 156-177, pp 804-828

Allen, D.N., et al., (2008). Neuropsychological assessment of individuals with substance use disorders. In A.M. Horton, & D. Wedding (Eds.), The Neuropsychology Handbook, 3rd Ed. (pp. 705-728).

continued...

Tucker, J.A., Vuchinich, R.E., & Murphy, J.G. (2002). Substance use disorders. In M.M. Anthony & D.H. Barlow (Eds.), Handbook of Assessment and Treatment Planning for Psychological Disorders (pp. 415-452). New York, NY: Guilford Press.

PRACTICE ADMINISTRATION AND SCORING ON PEER OF TBD NEUROPSYCH MEASURES.

CONDUCT ASSESSMENT WITH WILLAMETTE FAMILY CASE AND PREPARE REPORT DRAFT

Week 9 (May 30): “Case Conference” update and discussion of assessment cases at Willamette Family

CONDUCT ASSESSMENT WITH WILLAMETTE FAMILY CASE AND PREPARE REPORT DRAFT

Week 10: *June 6: Class Cancelled Due to ISIS**

I will be available for individual supervision on June 4 and 5, and again June 11-13

PEER CHECK OF ALL WF SCORING DUE BY FRIDAY, JUNE 8

DUE JUNE 15: DRAFT 1 OF FINAL PROJECT: INTEGRATED REPORT ON CLINICAL REFERRAL,

BEFORE JUNE 13: YOU MUST SCHEDULE A TIME FOR INDIVIDUAL SUPERVISION WITH ME. IT IS LIKELY YOUR REPORT WILL GO THROUGH AT LEAST ONE ROUND OF REVISIONS

POSSIBILITY OF CLIENT FEEDBACK; WILL DEPEND ON CASE AND REFERRAL QUESTION.