

**Assessment 610 (37765)  
Spring 2014**

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*Classroom:* 164 Franklin; We may use clinic conference room for some classes  
*Lecture:* W, 12-2:50

**Course Overview.** This course is designed to give students both breadth and depth in various assessment approaches, including behavioral assessment and case formulation, cultural assessment, and intellectual and neuropsychological assessment. Students will learn through readings, didactic, and applied formats. Students will be evaluated on participation and the completion of 3 assignments.

Each assessment approach is described below:

*Behavioral Assessment and case formulation.* Students will learn about basic principles and assumptions of behavioral approaches, become familiar with analyzing assessment psychometric properties, and compare various assessment methods (self-report, observation, momentary assessment, psychophysiological). Students will demonstrate understanding of these principles by presenting a case formulation to the class mid-quarter.

*Cultural Assessment.* Students will learn about the ADDRESSING framework, complete a cultural self-assessment, and begin to consider ways in which the ADDRESSING framework can be integrated with behavioral assessment techniques (consideration of nomothetic vs. idiographic distinctions).

*Intellectual and Neuropsychological Assessment.* Students will learn the fundamentals of intellectual and neuropsychological assessment and achieve basic skill level at scoring, interpreting, and integrative report writing. Students will demonstrate understanding of these principles by administering and scoring a WAIS-IV.

There are several APA core competency benchmarks that students will strive to achieve in this class (<http://www.apa.org/ed/graduate/benchmarks-guide.aspx#>). The following competencies are copied and pasted from the *Individual and Cultural Diversity and Assessment*, 'Readiness for Practicum' Competency sections:

- Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing
- Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
- Demonstrates basic knowledge of formulating diagnosis and case conceptualization
- Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others

**Course Texts.** We will be reading from four course texts:

1. (BACF) Haynes, S. N., O'Brien, W., & Kaholokula, J. (2011). *Behavioral Assessment and Case Formulation* (1 edition.). Wiley.
2. (ACCP) Hays, P. A., Ph D. (2007). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* (2 edition.). Amer Psychological Assn.
3. (EW) Lichtenberger, E. O., & Kaufman, A. S. (2012). *Essentials of WAIS-IV Assessment* (2 edition.). Wiley.
4. (PA) Haynes, S., & Heiby, E. M. (2004). *Comprehensive Handbook of Psychological Assessment: Behavioral Assessment*. Wiley & Sons, Inc.

**Class evaluation.** Total evaluation will be derived from 1 of 3 assignments that will be equally weighted. The assignments are detailed below. Students will receive a lower grade if they do not complete all assignments or if the assignments are not completed up to graduate student standards.

**Case Formulation.** Students will prepare a 20-minute de-identified case formulation powerpoint of a client they are working with, for whom the therapist believes would benefit from a case formulation. The case formulation will identify the client's behavior problems, history of behavior problems, functional links between behavior problems, moderating causal variables, consequences of problems (reinforcers and punishers), all while describing the assessment methods used to obtain this information. Students will be graded on how they incorporate course readings on assessment into their case formulation.

**Weekly Assignments.** Students will complete weekly assignments, which will be based on the week's upcoming readings. Weekly assignments will also be developed to assist students in thinking critically about how assessment approaches differ across treatment settings, and how various assessment approaches can be integrated. Dr. Zalewski will develop and assign the weekly assignments as the course progresses so that assignments are maximally relevant to students. Some assignments will be due via email prior to class, while other exercises are to be completed independently. This will be made clear in the assignments.

**Intelligence/Neuropsychological Administration.** In weeks 8, 9 or 10, students will administer the WAIS-IV and one subscale from another neuropsychological test to a human subjects participant (through SONA). Students will conduct and score assessment and complete a report, generated for training purposes only. The participant will not receive feedback about his/her results. Students will work with Dr. Zalewski early in the quarter on securing a time slot with a SONA participant. The administration will occur outside of class, most likely in the psychology clinic. Students will follow procedures set forth by the Human Subjects Pool regarding informed consent and debriefing of participants. Students will be graded on their ability to successfully administer, score, and write up the report.

## CLASS SCHEDULE

Week/Date	Concepts	Readings/Assignments
1. April 2	-Introduction to Behavioral Assessment and Case Formulation	BACF- Ch. 1 PA-Ch. 6 Weekly Assignment #1
2. April 9	-History of underlying concepts and methods -Self-report Methods in Behavioral Assessment -Direct Methods in Behavioral Assessment	BACF-Ch. 8, 9 PA- Ch. 2 Weekly Assignment #2
3. April 16	-Learning and Applied behavioral analysis: foundations of behavioral assessment -Functional Analysis	BACF- Ch. 3, 4 PA- Ch. 4 Weekly Assignment #3
4. April 23	-Principles of Behavioral Assessment -Identifying causal Relations in Behavioral Assessment	BACF- Ch. 7, 10 Weekly Assignment #4
5. April 30	-Complexities of Culture in Practice -Cultural Self-Assessment -Culturally responsive assessment	ACCP- Ch. 1, 3, 6, 7 Weekly Assignment #4
6. May 7	Case Formulation Presentations	No Readings; Case Formulation due
7. May 14	Introduction to Intellectual Testing	EW. Ch. 1, 2/Practice
8. May 21	Theory, standardization, scoring of WAIS Introduction to other neuropsychological tests	EW. Ch 3, 9 Practice with classmate Weekly Assignment #5
9. May 28	Introduction of other neuropsychological assessments (tied to weekly assignment #5)	EW. Ch. 4, 5 Administer to HS participant
10. June 4	Summary of Assessment; Integration of various assessment approaches	Administer to SONA student
11. June 11	Finals week	Intelligence Test Write-up Due