Course Objectives

- Become familiar with commonly used and scientifically validated assessment tools and procedures for use with adults
- Begin to develop proficiency in the administration, scoring, and interpretation of tests and measures from multiple sources
- Attain experience integrating assessment information and creating written reports
- Develop awareness of psychometric, ethical, and practical considerations when conducting assessments

Expectations

- Come to class prepared to discuss readings and any other materials required for you to review prior to class.
- When interacting with undergraduate volunteers, please be aware that you are representing the field of clinical psychology. As such, professional demeanor and dress are required.
- Information obtained by student volunteers is confidential. Identifying information (e.g., name, exact date of birth) should be altered in class discussions and written form.
- In order to become proficient in the administration of tests, the most important thing you can do is PRACTICE! Given the relatively brief amount of time we have in class, it will be necessary to dedicate time for this outside of class.
- If you have a formal accommodation plan developed in conjunction with UVM’s ACCESS Office or would like to discuss the supports that you need in order to learn well in this class, please contact me in the beginning of the semester. Adaptations and instructional supports are available through consultation with me and the ACCESS Office (www.uvm.edu/~access/).
- You are required to attend all classes. The exceptions to this policy are as follows
- Religious holidays: Students have the right to practice the religion of their choice. If you need to miss a class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.
- Family emergencies and illness: If there are circumstances under which you may be able to anticipate missing one or more classes due to potential family emergency or personal illness during the semester, please let me know this as soon as possible. Should you unexpectedly be faced with one of these issues, please communicate with me about it so that we can formulate a plan to ensure that you can make up the work in a timely manner.

- You are required to submit all assignments by their due date and time. Unless otherwise stated, assignments are due by 5:00pm. Late assignments will be penalized.

**Required Texts**


Additional required readings indicated on individual class dates

**Borrowed Text**


**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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</thead>
<tbody>
<tr>
<td>08/27</td>
<td>Introduction to Adult Psychological Assessment</td>
</tr>
<tr>
<td>09/03</td>
<td>Psychometrics</td>
</tr>
<tr>
<td>09/10</td>
<td>Psychosocial History/Intake Interview</td>
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<td>Mental Status</td>
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<td></td>
<td>Behavioral Observations</td>
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<td></td>
<td>Self-Report Measures</td>
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<tr>
<td>09/17</td>
<td>Cognitive Testing</td>
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</tbody>
</table>
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09/24  Cognitive Testing (cont.)

10/01  Learning Disorders, Intellectual Disability, Memory Testing, Semistructured Clinical Interviews

10/08  Critique intakes, Semistructured Clinical Interviews (cont.)

10/15  Report Writing, Malingering

10/22  AD/HD, Panic and Agoraphobia, Specific Phobia, Social Phobia

10/29  Generalized Anxiety Disorder, Obsessive-Compulsive Disorder, Trauma exposure

11/05  Depression, Personality Disorders

11/12  Severe Psychopathology

11/19  Violent Offenders & Sex Offenders, Parental Competence

11/26  Thanksgiving break – no class

12/03  Ethics, Multicultural Assessment

Readings

September 3¹


¹ Students will split up into 2 groups and teams will summarize either reliability or validity for the rest of the class


**September 10**


**September 17**


Sattler, J.M. & Ryan, J.J. (2009). WAIS-IV subtests (pp. 81-132). In *Assessment with the WAIS-IV*. La Mesa, California: Jerome M. Sattler, Publisher, Inc.

**September 24**

Sattler, J.M. & Ryan, J.J. (2009). Interpreting the WAIS (pp. 133-172). In *Assessment with the WAIS-IV*. La Mesa, California: Jerome M. Sattler, Publisher, Inc.

**October 1**


**October 8**


Review Structured Clinical Interview for DSM-IV Axis I Disorders (SCID-I)
**October 15**


**October 22**


**October 29**


**November 5**


**November 12**


November 19


November 26

Thanksgiving Break – no class

December 3


Assignments

1. Reliability, validity, or clinical judgment: 15-25-minute presentation to class of major points. Due 09/03

2. Students will conduct a practice intake interview with undergraduate volunteer that will be videotaped for instructor/TA review and write up interview for class review (copies to be distributed to classmates, TA, and instructor). Due: 10/01

3. Students will read and critique classmates’ intake interviews and be prepared to discuss in class. Due 10/08

4. Students will have WAIS-IV practice session with Sheau-Yan. Several subtests will be administered by the students to Sheau-Yan. Grade will be based on adherence to standardized administration protocol. It is expected that you will attain an 80% or greater proficiency score in WAIS-IV administration prior to administering complete measure to volunteer. Due: 10/17

5. Students will videotape administration of the WAIS-IV with undergraduate volunteer. Due: 10/22

6. Students will videotape administration of SCID-I with undergraduate volunteer. Volunteers will also complete ASR, BDI, and BAI. Students will be graded on adherence to SCID administration protocol and proficiency in interviewing skills. Due: 11/12

7. Students will write up first draft of report based on results of behavioral observations, SCID-I interview, WAIS-IV, ASR, BDI, and BAI completed by volunteer. Draft due: 11/17. Returned on 11/21 with feedback. Final Report due: 12/03

8. Students will present to class about a specific DSM-IV-TR disorder. Due dates vary.

All written work will be grade based on accuracy of interpretation, ability to integrate information logically, and writing style.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class &amp; lab participation</td>
<td>20</td>
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<tr>
<td>Chapter summary &amp; presentation</td>
<td>5</td>
</tr>
<tr>
<td>Videotaped intake interview</td>
<td>5</td>
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<tr>
<td>Task</td>
<td>Points</td>
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<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Write-up of intake interview</td>
<td>5</td>
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<tr>
<td>WAIS-IV practice session</td>
<td>5</td>
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<tr>
<td>Videotaped WAIS-IV administration</td>
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<tr>
<td>Videotaped SCID-I interview</td>
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<tr>
<td>Written report</td>
<td>20</td>
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<tr>
<td>DSM-IV-TR disorder presentation</td>
<td>15</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>115</strong></td>
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</table>

08/19/2014