

PSYCHOLOGY 621/694A
CLINICAL ASSESSMENT
Fall, 2008
Mondays, 3:00 P.M. –6:00 P.M.
ROOM 323 PSYCHOLOGY

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Office Hours: Thursdays 4-5, or by appointment

Overview

The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This didactic portion of the course (621) will cover those topics that will give students sufficient background, knowledge, and skills to function as an apprentice in an applied setting, to use assessment instruments in research settings, and to construct and evaluate assessment instruments and their application. To that end, this portion of the course will cover the following:

- Diagnosis and differential diagnosis using the DSM-IV-TR;
- Psychometric issues associated with inferring a diagnosis from interview, laboratory, or test data;
- Cultural and individual differences in psychological assessment and diagnosis
- Structured diagnostic interviewing, unstructured clinical interviewing, assessment of mental status;
- Psychometric principles in assessment, test construction, test theory;
- The measurement of intelligence.

For Clinical Psychology Graduate students, the background, administration, and interpretation of specific assessment instruments will be covered in the practicum portion of the course (694a). This course will meet separately on seven occasions during the semester, most of them Tuesday afternoons.

Useful Information

Below is a tentative schedule of topics and readings. The two books should be purchased at the bookstore; the remaining readings will be available as pdf files, available at <http://apsychoserver.psych.arizona.edu/JJBAREprints/PSYC621> .

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders: Fourth Edition, Text Revision*. Washington, D.C.: Author. (DSM-IV-TR)

Cohen, R.J. & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement, (6th Edition)*. Boston, MA: McGraw Hill Higher Education.

Whereas some of the course periods will be predominated by lecture, my pedagogical stance is that learning is enhanced in a participative environment. To that end, each of the students in the class will take responsibility for presenting a synopsis of and leading the discussion concerning selected readings (indicated in the reading list below by ➤) at various points throughout the semester.

Requirements

Your grade (621) will be determined by a combination of:

- Performance on two exams to cover lecture, discussion, and readings (70%, with 47% from Exam 1 and 23% from Exam 2).
- Completion of the computer-guided DSM Vignettes (10%).
- Performance on a Test Construction, Item Analysis, Reliability, and Validity Exercise (20%).
- Presentation of readings when asked (0%, BUT if you are asked to present and are not prepared, you can lose up to 5% of the total points on each occasion this would happen.)

Your grade for 694a will be determined (pass/fail) by whether or not you complete the required assessments and interviews (see separate syllabus). You will also receive a letter providing a written synopsis of your performance in the practicum.

Approximate Schedule of Topics and Readings

Class Date	Topics	Readings
25 August	<p>Introductory Esoterica</p> <p>DSM-IV-TR: Delirium, Dementia, and Cognitive Disorders, Substance-related Disorders, Schizophrenia</p> <p>Phenomenology of Psychosis</p>	<p>Allen, J.J.B. (1998). <i>DSM-IV</i>. In: <i>Encyclopedia of Mental Health (pp2941)</i>, H. Friedman, N. Adler, R. Parke, C. Peterson. R. Rosenthal, R.C. Silver, R. Schwarzer, & D. Spiegel (Eds.), San Diego: Academic Press.</p> <p>American Psychiatric Association (2000). <i>Diagnostic and statistical manual of mental disorders: Fourth edition, text revision</i>. Washington, D.C.: Author. (DSM-IV-TR), pp. xiii-xxxv, 27-37, 135-180, 191-212, 297-317.</p> <p>Kaplan, B. (1964). <i>The Inner World of Mental Illness</i> (pp.89-115). New York: Harper & Row.</p>
1 September	Labor Day Holiday!	
8 September	<p>DSM-IV-TR: Mood Disorders, Other Psychoses, Anxiety Disorders, Dissociative Disorders, Somatoform Disorders</p> <p>Stigmata and Labeling</p> <p>Proliferation of Disorders and the DSM-V</p>	<p>DSM-IV-TR, pp. 345-428, 429-476, 317-343, 485-511, 519-533.</p> <p>➤ Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i>, 179, 250-258.</p> <p>Rounsaville, B.J., Alarcón, R.D., Andrews, G., Jackson, J.S., Kendell, R.E., Kendler, K. (2002). Basic nomenclature issues for DSM-V. In D.J. Kupfer, M.B. First, & D.A. Regier (Eds). <i>A Research Agenda for DSM-V (pp. 1-29)</i>. Washington, DC: American Psychiatric Association.</p>
15 September	<p>DSM-IV-TR: Sexual Disorders, Factitious Disorders, Impulse Control Disorders, Adjustment Disorder, Kiddy Disorders</p> <p>Prevalence and Proliferation of Disorders: The Data and the Controversy</p>	<p>DSM-IV-TR, pp. 535-566, 566-576, 576-582, 513-517, 583-595, 663-677, 679-683, 39-121.</p> <p>➤ Houts, A.C. (2002). Discovery, invention, and the expansion of the modern diagnostic and statistical manuals of mental disorders. In L.E. Buetler and M.L. Malik (Eds.), <i>Rethinking the DSM: A psychological perspective</i> (pp. 17-64). Washington, DC: American Psychological Association.</p> <p>Kessler, R.C., Berglund, P, Demler, O., Jin, R., & Walters, E.E. (2005) Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the national comorbidity survey replication. <i>Archives of General Psychiatry</i>, 62, 593-602.</p> <p>Kessler, R.C., Chui, W.T., Demler, O., & Walters, E.E. (2005) . Prevalence, severity, and comorbidity of 12-month DSM-IV disorders in the national comorbidity survey replication. <i>Archives of General Psychiatry</i>, 62,617-627.</p>
22 September	<p>DSM-IV-TR: Personality Disorders</p> <p>The Prototype Approach to Diagnosis</p>	<p>DSM-IV-TR, pp. 685-729.</p> <p>➤ Cantor, N., Smith, E.E., deSales French, R., & Mezzich, J. (1980). Psychiatric diagnosis as prototype categorization. <i>Journal of Abnormal Psychology</i>, 89, 181-193.</p> <p>New, A.S., Triebwasser, J., & Charney, D.S. (in press). The case for shifting borderline personality disorder to axis I. <i>Biological Psychiatry</i>.</p>

Class Date	Topics	Readings
29 September	Conceptual and psychometric issues in diagnosis: The role of cultural and individual differences	<ul style="list-style-type: none"> ➤ Clark, L.A., Watson, D., & Reynolds, S. (1995). Diagnosis and classification of psychopathology: Challenges to the current system and future directions. <i>Annual Review of Psychology</i>, 46, 121-153. ➤ Krueger, R.F., Watson, D., & Barlow, D.H. (2005) <i>Introduction to the Special Section : Toward a Dimensionally Based Taxonomy of Psychopathology</i>. <i>Journal of Abnormal Psychology</i>, 114, 491-493. ➤ Widiger, T.A., & Samuel, D.B. (2005) <i>Diagnostic Categories or Dimensions? A Question for the Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition</i>. <i>Journal of Abnormal Psychology</i>, 114, 494-504. ➤ First, M.B. (2005) <i>Clinical Utility: A Prerequisite for the Adoption of a Dimensional Approach in DSM</i>. <i>Journal of Abnormal Psychology</i>, 114, 560-564.
6 October	Conceptual and psychometric issues in diagnosis: Positive Predictive Power and many other related concepts; To D, or not to D	<ul style="list-style-type: none"> ➤ Meehl, P.E., & Rosen, A. (1955). Antecedent probability and the efficacy of psychometric signs, patterns, or cutting scores. <i>Psychological Bulletin</i>, 52, 194-216.
13 October	Conceptual and psychometric issues in diagnosis: ROC curves	<ul style="list-style-type: none"> ➤ Somoza, E., & Mossman, D. (1991). Neuropsychiatric decision making: making: Designing nonbinary diagnostic tests. <i>Journal of Neuropsychiatry</i>, 3, 197-200. ➤ Mossman, D. & Somoza, E., (1991). ROC curves, test accuracy, and the description of diagnostic tests. <i>Journal of Neuropsychiatry</i>, 3, 330-333. ➤ Somoza, E., & Mossman, D. (1991). ROC curves and the binormal assumption. <i>Journal of Neuropsychiatry</i>, 3, 436-439.
20 October	Exam #1 DSM Vignettes Due	
27 October	The Mental Status Exam MMSE The unstructured interview Suicide Assessment Assessor qualifications Special Populations	<p>Nurcombe, B. & Gallagher, R.M. (1986). The mental status examination. In B. Nurcombe & R.M. Gallagher, <i>The clinical process in psychiatry: Diagnosis management and planning</i> (pp. 144-189). Cambridge University Press.</p> <p>Turner, S.M., DeMers, S.T., Fox, H.R., & Reed, G.M. (2001). APA's guidelines for test user qualifications. <i>American Psychologist</i>, 56, 1099-1113.</p>
3 November	Measurement Concepts Item Analysis	<ul style="list-style-type: none"> ➤ Mann, J.J., Apter, A., Bertolote, J., et al. (2005). Suicide prevention strategies: A systematic review. <i>Journal of the American Medical Association</i>, 294, 2064-2074. ➤ Meichenbaum (2005) "35 years of working with suicidal patients : Lessons learned" <i>Canadian Psychology</i>, 46, 64-72. ➤ Cohen, R.J., & Swerdlik, M.E. (2005). <i>Psychological Assessment and Testing</i>, Mountain View, CA: Mayfield Publishing Co. Chapter 1, Chapter 2, and Chapter 3. ➤ McFall, R.M. (1991). Manifesto for a science of clinical psychology. <i>The Clinical Psychologist</i>, 44, 75-88.
10 November	More Measurement Concepts Item Response Theory, and application to test bias Reliability	<p>Cohen, R.J., & Swerdlik, M.E. (2005). Chapters 4 & 5.</p> <ul style="list-style-type: none"> ➤ Campbell, D.T., & Fiske, D.W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i>, 56, 81-105. ➤ Sechrest, L. (2005). Validity of measures is no simple matter. <i>Health Services Research</i>, 1584-1604.
17 November	More Reliability Validity Issues in Assessment I	<p>Cohen, R.J., & Swerdlik, M.E. (2005). Chapter 6.</p> <ul style="list-style-type: none"> ➤ Forer, B.R. (1949). The fallacy of personal validation: A classroom demonstration of gullibility. <i>Journal of Abnormal and Social Psychology</i>, 44, 118-123. ➤ Hyman, R.(1989) "Cold Reading": How to convince strangers that you know all about them. In R. Hyman, <i>The Elusive Quarry: A scientific appraisal of psychical research</i>. Buffalo: Prometheus Books. ➤ American Psychological Association (1999). <i>Standards for Educational and Psychological Testing</i>. Washington, D.C.: Author. Pages 1-68.
24 November	Test Theory Issues in Assessment II	<ul style="list-style-type: none"> ➤ Dawes, R.M., Faust, D., & Meehl, P.E.(1989). Clinical versus actuarial judgment. <i>Science</i>, 243, 1668-1674. ➤ 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.

Class Date	Topics	Readings
1 December	Test Theory Issues in Assessment III	<ul style="list-style-type: none"> ➤ Chapman, L.J., & Chapman, J.P. (1978). The measurement of differential deficit. <i>Journal of Psychiatric Research</i>, 14, 303-311. ➤ Chapman, L.J., & Chapman, J.P. (1969). Illusory correlation as an obstacle to the use of valid psychodiagnostic signs. <i>Journal of Abnormal Psychology</i>, 74, 271-280.
8 December	Issues in Intelligence Testing Test Exercise Due	<ul style="list-style-type: none"> ➤ Jensen, A.R. (1980). Précis of "Bias in mental testing." <i>Behavior and Brain Sciences</i>, 3, 325-371. ➤ Sternberg, R.J. (1995). For whom the Bell Curve Tolls: A review of "The Bell Curve." <i>Psychological Science</i>, 6, 257-261. ➤ Sternberg, R.J. & Wagner, R.K. (1993). The g-ocentric view of intelligence and job performance is wrong. <i>Current Directions in Psychological Science</i>, 2, 1-5. ➤ Devlin, B. Daniels, M., & Roeder, K. (1997). The heritability of IQ. <i>Nature</i>, 388, 468-471. ➤ Neisser, U., Boodoo, G., Bouchard, T.J., Boykin, A.W., Brody, N., Ceci, S.J., Halpern, D.F., Loehlin, J.C., Perloff, R., Sternberg, R.J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. <i>American Psychologist</i>, 51, 77-101. ➤ Turkheimer, E., Haley, A., Waldron, M., D'Onofrio, B., & Gottesman, I.I. (2003). Socioeconomic status modifies heritability of IQ in young children. <i>Psychological Science</i>, 14, 623-628.
15 December	Final Exam (5-7 P.M.)	

Other rather useful information in the form of unsolicited advice for first-year students, in no particular order of importance, to be discussed after we discuss the syllabus:

- Useful Reference Materials to Obtain
 - Medical Dictionary or online equivalent
 - MMPI-2 interpretation book (Graham [older edition cheaper] or Essentials of MMPI-2 Assessment)
 - WAIS-III interpretation book (Essentials of WAIS-III Assessments)
 - Bookmans or used via Amazon can be a good deal
- Joining Professional Societies while a student
- Attending Professional Meetings
- Computer Skills for upcoming assignment: Students from past years said I cannot stress this enough!!! SPSS will be easiest. I will also host a short tutorial.
- Use a reference manager (e.g., Endnote or similar)
- Start documenting clinical hours now, rather than wait until right before the application deadline in your fourth year, when you'd have to reconstruct your first year with scribbles from a day-planner or risk a palm-pilot melt-down. Use the APPIC application to guide your *detailed* Excel sheet or similar tracking method. APPIC is at www.appic.org, and you might also find the following useful: www.uky.edu/Education/EDP/cnpsred.html