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.


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

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<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>DSM-IV-TR: Delirium, Dementia, and Cognitive Disorders, Substance-related Disorders, Schizophrenia</td>
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<td>1 September</td>
<td>Labor Day Holiday!</td>
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<tr>
<td>Class Date</td>
<td>Topics</td>
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| 27 October  | The Mental Status Exam  
MMSE  
The unstructured interview  
Suicide Assessment  
Assessor qualifications  
Meichenbaum (2005) "35 years of working with suicidal patients: Lessons learned" *Canadian Psychology, 46*, 64-72.  
| 3 November  | Measurement Concepts  
| 10 November | More Measurement Concepts  
Item Response Theory, and application to test bias  
| 17 November | More Reliability  
Validity  
| 24 November | Test Theory  
### Class Date | Topics | Readings
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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](http://www.appic.org), and you might also find the following useful: [www.uky.edu/Education/EDP/cnpsred.html](http://www.uky.edu/Education/EDP/cnpsred.html)