PSYCHOLOGY 621/694A
CLINICAL ASSESSMENT
Fall, 2015
Mondays, 3:00 P.M. –6:00 P.M.
(AND SOMETIMES WEDNESDAY 4:00-6:30 P.M.)
ROOM 323 PSYCHOLOGY
(AND SOMETIMES 240 PSYCHOLOGY)

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Room 424 Psychology
621-4992
John.JB.Allen@Arizona.edu
Office Hours: 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-5;
- 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 suicide risk and 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 Wednesday afternoons.

Useful Information
A tentative schedule of topics and readings appears at the end of the syllabus. We will use two books, both of which I recommend purchasing online. The remaining readings will be available as pdf files, available at the class website: http://jallen.faculty.arizona.edu/psyc621_clinical_assessment .


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 by a bulleted arrow ➔) 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).
- Performance on a Test Construction, Item Analysis, Reliability, and Validity Exercise (20%).
- Presentation of readings when asked (10%; if you are prepared when asked, you will get the 10%; if you 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

Please note that unless otherwise indicated, classes meet Monday 3-6 pm in room 323 Psychology. Wednesday classes meet 4-6:30 pm in room 240 Psychology.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
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<td>DSM-5: Use of the Manual</td>
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<td>Schizophrenia and Psychotic Disorders</td>
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<td>Depressive disorders</td>
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<td>Bipolar and Related Disorders</td>
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<td>Phenomenology of Psychosis</td>
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<td>Obsessive-Compulsive and Related Disorders</td>
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<td>Trauma- and Stressor-Related Disorders</td>
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<td>Somatic Symptom and Related Disorders</td>
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<td>Disruptive, Impulse-Control, and Conduct Disorders</td>
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<td>Neurodevelopmental Disorders</td>
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<td>Feeding and Eating Disorders</td>
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<td>Elimination Disorders</td>
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<td>Sleep-Wake Disorders (Insomnia)</td>
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<td>The Prototype Approach to Diagnosis</td>
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<td>28 September</td>
<td>No class (rescheduled)</td>
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<td>Class Date</td>
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| 5 October  | DSM-5: Sexual Dysfunctions  
Gender Dysphoria  
Paraphilic Disorders  
Personality Disorders  
| 12 October | Conceptual and psychometric issues in diagnosis: ROC curves | |
| 19 October | Exam #1 | |
| 26 October | The Mental Status Exam  
MMSE  
The unstructured interview  
Suicide Assessment  
Assessor qualifications  
| 2 November | Measurement Concepts  
- Meichenbaum (2005) *"35 years of working with suicidal patients : Lessons learned"* *Canadian Psychology*, 46, 64-72.  
| 9 November | More Measurement Concepts  
Item Response Theory, and application to test bias  
| 16 November | More Reliability  
Validity  
| 18 November | Test Theory  
Class Date | Topics | Readings
---|---|---
7 December | No class (rescheduled) | Test Exercise Due
16 December | *Final Exam (3:30-5:30 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 for Clinical Assessment
  - Medical Dictionary (pocket version or download an Android or iPhone app)
  - MMPI-2 interpretation book (e.g., Interpreting the MMPI-2-RF, Ben-Porath)
  - WAIS-IV interpretation book (e.g., Essentials of WAIS-IV Assessments (Lichtenberger & Kaufman)

- Join Professional Societies while a student

- Attend Professional Meetings

- Use a reference manager (e.g., Endnote or Mendeley or Zotero or similar)

- Start documenting clinical hours now, rather than waiting until right before the application deadline in your fourth year, when you’d have to reconstruct your first year by going back to reports (if you have them) or to loose scraps of paper with scribbles and circles and arrows and a paragraph on the back of each one explaining what each one was. Visit the APPIC website and use the free MyPsychTrack tool to track your hours: [www.appic.org](http://www.appic.org). Note that APPIC stresses integrative reports, which you will begin to write next semester.

- Be sure to have (or develop) a hobby!