

PSYCHOLOGY 621/694A
 CLINICAL ASSESSMENT
 Fall, 2013
 Mondays, 3:00 P.M. –6:00 P.M.
 (AND SOME TUESDAYS 4:00-7:00 P.M.)
 ROOM 323 PSYCHOLOGY
 (AND SOMETIMES 240 PSYCHOLOGY)

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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 Tuesday 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 .

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: Fifth Edition (DSM-5)*. Washington, D.C.: Author.

Kaplan, R.M., & Saccuzzo, D.P. (2008). *Psychological testing: Principles, applications, and issues, (7th Edition)*. Belmont, CA: Thompson Wadsworth.

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.
 Tuesday classes meet 4-7 pm in room 240 Psychology.

Class Date	Topics	Readings
26 August	Introductory Esoterica DSM-5: Use of the Manual Schizophrenia and Psychotic Disorders Depressive disorders Bipolar and Related Disorders Phenomenology of Psychosis	American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorders: Fifth edition</i> . Washington, D.C.: Author. (DSM-5), pp. 19-24, 87-122, 155-188, 123-154. Kaplan, B. (1964). <i>The Inner World of Mental Illness</i> (pp.89-115). New York: Harper & Row.
27 August Tuesday	DSM-5: Anxiety Disorders, Obsessive-Compulsive and Related Disorders Trauma- and Stressor-Related Disorders Stigmata and Labeling Proliferation of Disorders and the DSM-5	DSM-5, pp. 189-234, 235-264, 265-290. ➤ Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i> , 179, 250-258. Regier, D.A., Narrow, W.E., Kuhl, E.A., & Kupfer, D.J. (2009). The conceptual development of DSM-V. <i>American Journal of Psychiatry</i> , 166, 645-650. Frances, A. (2009). Whither DSM-V? <i>The British Journal of Psychiatry</i> , 195, 391-392.
2 September	Labor Day Holiday!	
3 September Tuesday	DSM-5: Dissociative Disorders, Somatic Symptom and Related Disorders Disruptive, Impulse-Control, and Conduct Disorders Substance-Related and Addictive Disorders Prevalence and Proliferation of Disorders: The Data and the Controversy	DSM-5, pp. 291-308, 309-328, 461-480, 481-590 (skimming specific substances). ➤ 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. ➤ Freedman, R., Lewis, D.A., Michels, R., et al. (2013). The Initial Field Trials of DSM-5: New Blooms and Old Thorns. <i>American Journal of Psychiatry</i> , 170, 1-4. 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.
9 September	DSM-5: Neurocognitive Disorders Neurodevelopmental Disorders Feeding and Eating Disorders Elimination Disorders Sleep-Wake Disorders (Insomnia) The Prototype Approach to Diagnosis	DSM-5, pp. 591-644, 31-86, 329-354, 355-360, 361-368. ➤ 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. ➤ Insel, T., Cuthbert, B., Garvey, M., Heinssen, R., Pine, D.S., Quinn, K., Sanislow, C., Wang, P. (2010). Research Domain Criteria (RDoC): Toward a new classification framework for research on mental disorders. <i>American Journal of Psychiatry</i> , 167, 748-751.

Class Date	Topics	Readings
10 September Tuesday	DSM-5: Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders Personality Disorders Conceptual and psychometric issues in diagnosis: The role of cultural and individual differences	<ul style="list-style-type: none"> ➤ DSM-5: 423-450, 451-460, 685-706, 645-684. ➤ 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>, <i>46</i>, 121-153. ➤ Kotov, R., Ruggero, C.J., Krueger, R.F., Watson, D., Yuan, Q., Zimmerman, M. (2011). New Dimensions in the Quantitative Classification of Mental Illness. <i>Archives of General Psychiatry</i>, <i>68</i>, :1003-1011 ➤ 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>, <i>114</i>, 494-504.
16 September	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>, <i>52</i>, 194-216.
17 September Tuesday	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>, <i>3</i>, 197-200. ➤ Mossman, D. & Somoza, E., (1991). ROC curves, test accuracy, and the description of diagnostic tests. <i>Journal of Neuropsychiatry</i>, <i>3</i>, 330-333. ➤ Somoza, E., & Mossman, D. (1991). ROC curves and the binormal assumption. <i>Journal of Neuropsychiatry</i>, <i>3</i>, 436-439.
21 October	Exam #1	
28 October	The Mental Status Exam MMSE The unstructured interview Suicide Assessment Assessor qualifications Special Populations	<ul style="list-style-type: none"> ➤ 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. ➤ Turner, S.M., DeMers, S.T., Fox, H.R., & Reed, G.M. (2001). APA's guidelines for test user qualifications. <i>American Psychologist</i>, <i>56</i>, 1099-1113.
4 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>, <i>294</i>, 2064-2074. ➤ Meichenbaum (2005) "35 years of working with suicidal patients : Lessons learned" <i>Canadian Psychology</i>, <i>46</i>, 64-72. ➤ Kaplan, R.M., & Saccuzzo, D.P. (2005). <i>Psychological Testing</i>. Chapters 1, 2, 3. ➤ McFall, R.M. (1991). Manifesto for a science of clinical psychology. <i>The Clinical Psychologist</i>, <i>44</i>, 75-88.
11 November	Veteran's Day Holiday!	
12 November Tuesday	More Measurement Concepts Item Response Theory, and application to test bias Reliability	<ul style="list-style-type: none"> ➤ Kaplan, R.M., & Saccuzzo, D.P. (2005). Chapters 4 & 5. ➤ Campbell, D.T., & Fiske, D.W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i>, <i>56</i>, 81-105. ➤ Sechrest, L. (2005). Validity of measures is no simple matter. <i>Health Services Research</i>, <i>1584-1604</i>.
18 November	More Reliability Validity Issues in Assessment I	<ul style="list-style-type: none"> ➤ Kaplan, R.M., & Saccuzzo, D.P. (2005). Chapter 6. ➤ Forer, B.R. (1949). The fallacy of personal validation: A classroom demonstration of gullibility. <i>Journal of Abnormal and Social Psychology</i>, <i>44</i>, 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.
25 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>, <i>243</i>, 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>, <i>1</i>, 27-66.

Class Date	Topics	Readings
2 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.
9 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. ➤ Devlin, B. Daniels, M., & Roeder, K. (1997). The heritability of IQ. <i>Nature</i>, 388, 468-471. ➤ Johnson, W. (2010). Understanding the Genetics of Intelligence: Can Height Help? Can Corn Oil? <i>Current Directions in Psychological Science</i>, 19, 177-182. ➤ 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. ➤ Tucker-Drob, E.M., Rhemtulla, M., Harden, K.P., Turkheimer, E., & Fask, D. (2011). Emergence of a Gene x socioeconomic status interaction on infant mental ability between 10 months and 2 years. <i>Psychological Science</i>, 22, 125-133. ➤ Kuncel, N.R., & Hezlett, S.A. (2010). Fact and Fiction in Cognitive Ability Testing for Admissions and Hiring Decisions. <i>Current Directions in Psychological Science</i>, 19, 339-345.
13 December Friday, room 240	Final Exam (1-3 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. Use the APPIC application to guide your *detailed* Excel sheet or similar tracking method. APPIC is at www.appic.org. Note that APPIC stresses integrative reports, which you will begin to write next semester. New option this year: test drive MyPsychTrack (see email from Dave Sbarra to CPNET)
- ✓ Be sure to have (or develop) a hobby!