**Psy8611 Assessment I Fall 2013**

**Instructors:** Michael J. Fuhrman, Ph.D. September 9 - November 18

William M. Grove, Ph.D. November 25 - December 9

**Instructors’ Phone/Office/Email:**

Fuhrman: 952/928-9003, 6600 France Av #145, Edina, 55435, midneuropsych@earthlink.net

Grove: 612/625-1599, N438 Elliott Hall, grove001@umn.edu

**Office Hours:** By Appointment

**Laboratory:** A separate syllabus covers the laboratory portion of the course.

**Class Schedule: Lectures:** Monday, 9:00 AM-12:00 Noon, N423 Elliott

**Laboratory:** Wednesday, 1:00 PM-3:00 PM, N423 Elliott

**Credits:** This course is offered for 5 semester credits.

**Course Overview:** The course is divided into modules. The module taught by Dr. Fuhrman covers the fundamentals of intellectual and neuropsychological assessment. The module taught by Dr. Grove focuses on principles of measurement and clinical judgment, including reliability, validity, and sources of error in psychological assessment, as well as decision theory.

Occasionally, students enter the course with experience in psychological assessment. Nevertheless, it is recommended that you attend class lectures. (If you miss a lecture for any reason, it is simple courtesy to notify the instructor in advance, whenever possible, or at any rate as soon as possible after the fact.) You are certainly free to ask classmates for copies of notes of a meeting that you missed, but remember that your classmates are under no obligation to provide their notes to you. In other words, knowledge of course material is ultimately your responsibility.

**Grades:** Your grade in this course will be based on three exams (i.e., Fuhrman first mid-term, Fuhrman second mid-term, Grove final) plus consideration of your laboratory performance; see below. If you fail to take an exam for any reason, you must explore your situation with the instructor, to the instructor’s satisfaction, in order to remain enrolled in the course.

The Fuhrman mid-term exams are administered in class; the second mid-term exam will cover the lectures and readings since the first mid-term exam yet will assume cumulative knowledge of material from the entire course. The Grove final exam will be a take-home, covering only his module.

A grade of at least “B” is required for your performance in the course to be considered satisfactory. Your final grade, derived from a weighted average of the exam scores, will be adjusted in order to achieve a grade distribution for the entire class that the instructors deem equitable.

You will not receive a separate grade for the laboratory portion of the course. However, a passing grade for Psy8611 will not be submitted until all laboratory work has been satisfactorily completed, regardless of your in-class exam performance. Attendance at all laboratory sessions is mandatory. You must demonstrate proficiency in test administration and report writing before beginning clinical practica next year.

To evaluate your proficiency in these areas, you will perform assessments on adult REP students and/or children. These test administrations will be heavily weighted in the evaluation of your laboratory performance, as will be the input of the laboratory instructors. It is expected that your proficiency in test administration will increase as the semester progresses and that you will be receptive to the supervision provided by the laboratory instructors. If improvement to the point of satisfactory test administration is not seen, you will be required to re-take Psy8611. There will be no extra test administrations or “re-doing” of required administrations. Additionally, it is expected that you will conduct yourself according to the APA rules on ethical conduct—as indeed you must in all activities, while you are affiliated with the program.

The laboratory instructors for this course are advanced graduate students associated with the CSPR program. They have extensive experience in psychological assessment and will act as supervisors in the development of your clinical skills. If you are experiencing difficulties with the laboratory portion of the course, the lecture instructors may assist the laboratory instructors in providing direct supervision to you.

**Assignments:** There are five texts for this course. All but Garb are available at the Coffman Bookstore. Readings from selected books and journals are also required and will be addressed during Dr. Grove's module.

Garb, H.N. (1998). *Studying the clinician*. Washington, D.C.: American Psychological

Association.

Lezak, M.D., Howieson, D.B., Bigler, E.D., & Tranel, D. (2012). *Neuropsychological assessment, 5th* *ed.* New York: Oxford University Press.

Lichtenberger, E.O., & Kaufman, A.S. (2013). *Essentials of WAIS-IV assessment, 2nd ed.*  Hoboken, NJ: John Wiley & Sons, Inc.

Sattler, J.M. (2008). *Assessment of children: Cognitive foundations, 5th ed*. San Diego: Jerome M. Sattler, Inc.

Sattler, J.M., & Ryan, J.J. (2009). *Assessment with the WAIS-IV*. San Diego: Jerome M. Sattler, Inc.

***Course Outline: Lecture Topics and Reading Assignments***

**September 9 (Fuhrman) History of “IQ,” Theories of Intelligence, Development of Wechsler Intelligence Scales**

Lichtenberger, Ch. 1 (pp. 1-bottom of 20)

Sattler (2008), Ch. 7 (pp. 224-227 through "Spearman's")

Sattler (2009), Ch. 1, Ch. 3

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**September 16 (Fuhrman) Measurement, Psychometrics of Wechsler Intelligence Scales**

Lichtenberger, Ch. 1 (pp. 21-36, 39-47), Ch. 2 (pp. 53-58), Ch. 7, Ch. 9

Sattler (2008), Ch. 4 (pp. 92 through 93)

Sattler (2009), Ch. 2

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**September 23 (Fuhrman) Child Intellectual Assessment, Diversity among Test-Takers, Interpretation of Wechsler Intelligence Scales**

Lichtenberger, Ch. 1 (pp. 47-49), Ch. 4, Ch. 8 (pp. 322-330)

Sattler (2008), Ch. 1, Ch. 2, Ch. 3 (pp. 55-70), Ch. 5, Ch. 6 (pp. 184-201 through “Observing”), Ch. 9 (pp. 266-289, 310-311 “Strengths” through “Limitations”), Ch. 10, Ch. 11

Sattler (2009), Ch. 4

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**September 30 (Fuhrman) Interpretation of Wechsler Intelligence Scales,** **Assessment of Academic Skills, Learning Disability**

Lichtenberger, Ch. 6 (pp. 240-246)

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**October 7** **FIRST MID-TERM EXAM, 9:00 AM-12:00 PM, N423 Elliott**

Covers lectures and readings to date.

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**October 14 (Fuhrman) Structural Neuroanatomy, Functional Neuroanatomy, Clinical Neuropsychology, Wechsler Intelligence Scales in Clinical Neuropsychology, Assessment of Memory Abilities**

Lezak, Ch. 1, Ch. 2, Ch. 3, Ch. 4, Ch. 5, Ch. 9 (pp. 403-405, 409-410, 419-420), Ch. 13 (pp. 553-554, 565-567), Ch. 14 (pp. 594-600), Ch. 15 (pp. 621-623, 632-634, 654-655, 656-659)

Lichtenberger, Ch. 6 (pp. 226-240)

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**October 21 (Fuhrman) Assessment of Memory Abilities, Executive Abilities, Language Abilities, Constructional Abilities, and Other Abilities**

Lichtenberger, Ch. 1 (36-38) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**October 28 (Fuhrman) Assessment of Neurological Syndromes**

Lezak, Ch. 7 (pp. 180-229, 249-286), Ch. 8 (pp. 346-378)

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**November 4 (Fuhrman)** **Assessment of Neurological Syndromes**

Lezak, Ch. 7 (pp. 229-238, 242-249, 304-320, 327-341)

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**November 11 (Fuhrman)** **Assessment of Neurodevelopmental and Psychiatric Syndromes**

Lezak, Ch. 7 (pp. 344-345), Ch. 8 (pp. 379-389)

Sattler (2008), Ch. 8 (pp. 249-250 including “Nutrition”)

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**November 18** **SECOND MID-TERM EXAM, 9:00 AM-12:00 PM, N423 Elliott**

Covers lectures and readings since the first mid-term; presupposes familiarity with material before the first mid-term.

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**Please regard the next pages of the syllabus as subject to amendment. Dr. Grove will verify lectures and readings on November 25.**

**November 25 (Grove) Psychometrics of Judgments and Diagnoses; Sources of Error in Clinical Judgment**

Rosenhan, D.L. (1973). On being sane in insane places. *Science*, *179*, 250–258. ***TARGET***

Spitzer, R.L. (1975). On pseudoscience in science, logic in remission, and psychiatric diagnosis: A critique of Rosenhan’s “On being sane in insane places.” *Journal of Abnormal Psychology, 84*, 442–452.

Temerlin, M.K., & Trousdale, W.W. (1969). The social psychology of clinical diagnosis. *Psychotherapy: Theory, Research and Practice*, *6*, 24–29.

Garb, H.N. (1998). *Studying the clinician*. Washington, D.C.: American Psychological Association. Ch. 7, “Clinical Judgment” (pp. 171–227)

Meehl, P.E. (1973). Why I do not attend case conferences. In P.E. Meehl, *Psychodiagnosis: Selected papers*. Minneapolis: University of Minnesota Press. Ch. 13 (pp. 225–302) ***TARGET***

Start reading Grove “Base Rates, Bayes Theorem, and Performance of Diagnostic Tests” chapter now, and read some of it before each class, so you don’t have to read it all in a rush for the last class meeting, where its material will be gone through fairly rapidly: Sections 1–6, 10, 12.1–12.3, 11, 9.2 in that order (41 pp. in all; don’t lose heart)

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**December 2 (Grove) Incremental Validity; Synthesizing Different Sources and Kinds of Assessment Data; Clinical vs. Statistical Prediction**

Sines, L.K. (1959). The relative contribution of four kinds of data to accuracy in personality assessment*. Journal of Consulting Psychology, 23*, 483–492. ***TARGET***

Garb, H.N. (1998). *Studying the clinician*. Washington, D.C.: American Psychological Association. Ch. 1 “Assessment of Personality and Psychopathology” (pp. 9–38)

Welner, A., Liss, J.L., & Robins, E. (1974). A systematic approach for making a psychiatric diagnosis. *Archives of General Psychiatry, 31*, 193–196.

Dawes, R.M., Faust, D., & Meehl, P.E. (1989). Clinical versus actuarial judgment. *Science, 243,* 1668–1674.

Grove, W.M., Zald, D.H., Hallberg, A.M., Lebow, B., Snitz, E., & Nelson, C. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment*, *12*,19–30*.* ***TARGET***

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**December 9 (Grove) The “Base Rates” Problem; Bayes Theorem; Elementary Decision Theory**

Meehl, P.E., & Rosen, A. (1955). Antecedent probability and the efficiency of psychometric signs, patterns, or cutting scores. *Psychological Bulletin, 52*, 194–216. ***TARGET***

Strayhorn, J.M. (1993). The case of the despondent student. *Journal of the American Academy of Child and Adolescent Psychiatry, 32*, 466–467.

Grove, W.M. Base rates, Bayes Theorem, and performance of diagnostic tests. In Grove, W.M. *Mathematical aspects of diagnosis*. In preparation. [Chapter in book] Read Sections 1–6, 10, 12.1–12.3, 11, 9.2 in that order (only approx. 41 pp. in all; don’t lose heart) ***TARGET***

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