

**PSYCHOLOGY 5201
CLINICAL ASSESSMENT TECHNIQUES
COURSE OUTLINE (FALL 2016 – WINTER 2017)**

Professor: Dr. E. Rawana
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Office Hours: Wednesday, 3:00 – 4:00 pm

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Time: Thursday, 7:00 – 10:00 pm

The purposes of the course are as follows:

- 1) To provide a framework for assessing normal psychological functioning and psychopathologies in individuals. Equal emphasis will be placed on discussing topics pertinent to children/adolescents and adults.
- 2) To review the ethical/legal guidelines related to psychological assessments.
- 3) To review various psychological instruments that are commonly used in the areas of:
 - a) Intellectual – Academic
 - b) Personality
 - c) Behavioural
- 4) To help students develop proficiency in the actual administration, interpretation and report writing via “hands on” participation in the following assessment tools:
 - a) WISC-V
 - b) WAIS-IV

Tentative Schedule for Fall/Winter 2016-2017

Dates:

- 1) September 8: Orientation and overall review
- 2) September 15: DSM-V
- 3) September 22: Role of psychological assessments and DSM-V in assessments and diagnoses
- 4) September 29: WISC-V and Test of intelligence, WISC-V Interpretation
- 5) October 11 – 21: WISC-V Pass-out completed
- 6) October 6: Trial session on WISC-V
- 7) October 13: Academic Assessment and Learning Disability
- 8) October 20: WAIS-IV
- 9) October 27: Trial session on WAIS-IV, WISC-V report handed in
- 10) October 31 – November 11: WAIS-IV Pass-out completed
- 11) November 3: Ethical/Legal considerations in assessment and research with human participants
- 12) November 10: Behavioural Assessments and Diagnoses – ADHD, Oppositional Behaviours, Conduct Disorder
- 13) November 17: Behavioural Assessments and WAIS-IV report handed in
- 14) November 24: Assessment of Psychological Strengths in Children and Adolescents
- 15) December 1: Assessment of Psychological Strengths in Children and Adolescents
- 16) December 15: Mid-Term Exam, 6:00 – 9:00 pm
- 17) January 12: Review of Psychiatric Disorders in Adults and, in particular, Personality Disorders
- 18) January 19: Personality Disorders
- 19) January 26: Personality Assessment
- 20) February 2: Schizophrenic Spectrum and other Psychotic Disorders
- 21) February 9: Schizophrenic Spectrum and other Psychotic Disorders
- 22) February 13-17: Study Week
- 23) February 23: Bi-polar and Related Disorders
- 24) March 2: Student Presentation
- 25) March 9: Student Presentation and Papers handed in
- 26) March 16: Student Presentation
- 27) March 23: Student Presentation
- 28) March 30: Student Presentation
- 29) April 6: Student Presentation
- 30) April 20: Final Exam, 6:00 – 9:00 pm

Recommended Texts

- 1) Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition. (DSM-V). American Psychiatric Association
- 2) Assessment of Children – Cognitive Applications by Jerome Sattler – Fifth Edition

Evaluation

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| 1) | Mid-Term: | 30% |
| 2) | Final Exam: | 35% |
| 3) | Essay: | 20% |
| 4) | Presentation: | 15% |

Student Presentations and Papers

Student presentations are to focus in detail on assessment instruments themselves. The presentation should be approximately 3 hours in length and should consist mainly of recent editions of the test to be covered. The presentation should include a brief discussion on the theory of the topic, with emphasis on an explanation of how the theoretical framework connects the test to your specific topic. It is important to discuss the test content, the administration, scoring and interpretation of the test, particularly with respect to the topic discussed. It is also important to discuss the psychometrics of the tests and implications for clinical assessment. Presentations will be graded in the areas of content, form and style of delivery. The use of visual aids and handouts is strongly recommended.

The paper is to be very different from the presentation. It should not focus on the assessment instruments per se, but rather, focus on specific areas of controversy found in the recent research (past 10 years) on your topic. Your paper should clearly delineate in the Introduction section the main focus of the paper. The main body of the paper should, therefore, contain an elaboration (with appropriate research and reference) of the main points in the Introduction. It should then be followed by the Conclusion/Summary where the major points are summarized and concluded with some of your thoughts about viable avenues of research to develop a more in-depth understanding of your topic. The paper is to be between 30-35 pages, double-spaced and typed, excluding references and Appendices – APA style (ie., Times New Roman font, 12 pt). Keep in mind that the areas of controversy listed for your topics are suggestions. If you come across any other interesting controversies, feel free to discuss them with me.

Topics for Presentations

1. ***Psychopathology – Adults***

Test of presentation:

- a) Personality Assessment Inventory

2. ***Psychopathology – Adults***

Test for presentation:

- a) Minnesota Multi-Phasic Personality Inventory (MMPI-II)

3. *Specific Adult Psychopathologies*

Tests for presentation:

- a) Hare's Psychopathy Checklist
- b) Beck Depression Inventory
- c) Beck Hopelessness Scale

4. *Psychopathology & Resiliency - Youth*

Tests for presentation:

- a) Adolescent Psychopathology Scale
- b) Resiliency Scales for Children and Adolescents

5. *Assessment of Intelligence*

Tests for presentation:

- a) Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition
- b) Stanford-Binet Intelligence Scales – Fifth Edition

6. *Assessment of Adult and Adolescent Psychopathology*

Tests for presentation:

- a) Emotional Quotient Inventory: Youth Version
- b) Millon Clinical Multiaxial Inventory - IV