

Psychology 6251 WA – Advanced Assessment Techniques (2016)

Mary Ann Mountain

Course Outline

Course objectives:

- students will have an understanding of principles of assessment, case formulation and report writing
- students will gain practical experience in interviewing, testing and report writing

Primary Text:

Goldfinger, Karen, Pomerantz, Andrew (2014). *Psychological assessment and report writing* (2nd ed). Thousand Oaks CA: Sage Publications

Other Reference Texts:

American Psychiatric Association (2015). *Diagnostic and statistical manual of mental disorders* (5th ed). Washington, DC

American Psychological Association (2014). *Standards for psychological and educational testing*. (for reference only; copies available in the library and test library).

Readings

Questions to ask when evaluating tests. <http://pareonline.net/getvn.asp?v=4&n=2>

Online tests. <http://www.healthyplace.com/psychological-tests/>

Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology.

By Cicchetti, Domenic V.

Psychological Assessment, Vol 6(4), Dec 1994, 284-290.

Abstract

In the context of the development of prototypic assessment instruments in the areas of cognition, personality, and adaptive functioning, the issues of standardization, norming procedures, and the important psychometrics of test reliability and validity are evaluated critically. Criteria, guidelines, and simple rules of thumb are provided to assist the clinician faced with the challenge of choosing an appropriate test instrument for a given psychological assessment.

Psychological testing and psychological assessment: A review of evidence and issues.

By Meyer, Gregory J.; Finn, Stephen E.; Eyde, Lorraine D.; Kay, Gary G.; Moreland, Kevin L.; Dies, Robert R.; Eisman, Elena J.; Kubiszyn, Tom W.; Reed, Geoffrey M.

American Psychologist, Vol 56(2), Feb 2001, 128-165.

Abstract

This article summarizes evidence and issues associated with psychological assessment. Data from more than 125 meta-analyses on test validity and 800 samples examining multimethod assessment suggest 4 general conclusions: (a) Psychological test validity is strong and compelling, (b) psychological test validity is comparable to medical test validity, (c) distinct assessment methods provide unique sources of information, and (d) clinicians who rely exclusively on interviews are prone to incomplete understandings. Following principles for optimal nomothetic research, the authors suggest that a multimethod assessment battery provides a structured means for skilled clinicians to maximize the validity of individualized assessments. Future investigations should move beyond an examination of test scales to focus more on the role of psychologists who use tests as helpful tools to furnish patients and referral sources with professional consultation. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Additional readings may be assigned during the course.

Course Outline

September 12 – Introductions and overview of the course

September 19 - Psychometric knowledge and understanding of strengths and weaknesses of different kinds of diagnostic systems and psychometric tools (take home test to be returned by September 27)

September 26: Interview skills

October 3: Interview skills

October 10 : Report writing

October 17: Differential diagnosis and case formulation

October 24: Feedback skills

October 31: planning for assessment practicum (Dr. Wendy Lindstrom-Forneri; Dr. Sara Hagstrom)

November 7: Test presentations (3)

November 14: Test Presentations (1) Topic presentations (2)

The test presentation should include a thorough review of a frequently used test and comparisons with comparable tests (psychometrics, indicators for use, client groups, diagnostic issues)

The test presentation will be about 45 minutes in length with additional time for discussion

November 21: Topic Presentations (2)

The topic presentation should focus on an issue in psychological assessment (for example; test interpretation in diverse populations, actuarial data versus clinical judgment, interpreting incomplete or invalid test results, performance validity testing)

The topic presentation will be about 30 minutes in length with additional time for discussion.

November 28 and December 7: Deferred

Two assessments will be completed in some community/ hospital setting by March 1 2016

One assessment will be a full assessment, either cognitive or psychopathology; one will be a brief consultation report.

Ideally, the assessment will include more than one test instrument. The consultation will involve chart review and interview and may or may not involve brief testing.

Case presentations will be scheduled in March 2016

Week 12: Case presentations

Week 13: Case presentations

Case presentations should include an overview of the referral question and the approach you took to gathering information (clinical interview(s), with whom, any challenges that arose and how you dealt with them, tests you chose and why, any challenges in testing, thoughts on validity of your results and how you addressed the issue, present your raw data, review your case formulation, diagnoses and recommendations). Case presentations should “mimic” how you would present the case to a clinical team you are working with (not all psychologists). Give an overview of how you presented the test results to the client/family. If you had this assessment to do again, what would you do differently?

Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>