**Psychological Assessment I (PSYC 810)**

**Fall 2018, Section 001**

**12:20 - 3:00 Mondays at the Center for Psychological Services**

**Professor:** Jerome Short, Ph.D. Office: David King Hall 2019

Phone: 703.993.1368 Office Hours: 12:00 - 2:00 Tuesdays

E-Mail: jshort@gmu.edu Webpage: <https://psychology.gmu.edu/people/jshort>

**Teaching Assistants:** Caitlin Williams cwilli50@gmu.edu

Diane Lameira dlameira@gmu.edu

**Lab:** Mondays 10:30 - 12:00, Center for Psychological Services

**Last day to add course:** September 4

**Last days to drop course:** Sept. 9 (no penalty); Self-withdrawal Sept. 10-30 (100% liability)

This is the first semester of a two-semester sequence on psychological assessment. The goal of the course is to give students a foundation in theories, strategies, and techniques in psychological assessment, focusing on empirical support and clinical utility.

**Course Learning Outcomes:**

You will develop the following skills:

(1) Conduct a semi-structured background interview.

(2) Administer appropriate assessment techniques for clients’ concerns and difficulties.

(3) Provide accurate interpretation of assessment results.

(4) Provide recommendations tailored to the needs of clients.

(5) Provide helpful feedback to clients in person and through written reports.

**Course Requirements:**

*Interviews/Assessments:*

* 2 WAIS-IV administrations/scorings, background interviews, and risk assessments (video-recorded)
* 1 WISC-V administration/scoring and parent interview (video-recorded)

*Written Assignments/Reports:*

* 2 WAIS-IV interpretative reports (with background interviews and risk assessments)
* 1 WISC-V interpretive report (with parent interview)

**Grading**. I will base your final grade on your percentage as defined below.

A+ = 97% or more; A = 93 – 96%; A- = 90 - 92%;

B+ = 87 - 89%; B = 83 - 86%; C = 75 - 85%; F = below 75%.

**Grade for Lecture: (75% of total grade)**

3 Reports and completion of 3 interviews/assessments in a professional manner

Class Participation

**Grade for Lab: (25% of total grade)**

Timely and thorough completion of all test protocols and recordings

Lab test administration proficiency tests

Protocol scoring accuracy and effort

Learning from corrections and feedback

Lab Instructors will provide feedback on your interviewing, administration, scoring, report writing, and general professional interaction skills. You will turn in your protocols and video-recorded interviews to your Lab Instructors for review and feedback. They will grade your work and you will re-submit unsatisfactory work until it is satisfactory. **You will make copies of lab materials at your own expense.**

Prior to administering any testing instrument to a volunteer, you will: practice administering the instrument in lab; thoroughly read the manual and essentials book; and practice administering the instrument with a classmate; and pass WAIS and WISC proficiency exams administered by your lab instructors. A “passing” grade on the proficiency exams is 90% or above.

**Volunteers:** You will recruit 2 adult volunteers through the GMU research participant pool and 1 child volunteer from the community. At all times, you must behave with the volunteers in the same manner that you would with *actual clients*. Thus, you cannot assess volunteers with whom you have any type of outside relationship (i.e., a student in one of your labs; a co-worker; or a relative). You are to conduct yourself in a professional manner at all times (e.g., arrive on time to appointments; contact volunteer if appointment must be changed or cancelled; and dress and conduct yourself professionally).

**Technology**. You can access course materials on Blackboard.

**Recommended Books.**

Flanagan, D. P. & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* New York: John

Wiley & Sons.

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment.* New York:

JohnWiley & Sons.

**Lecture & Lab Schedule:**

**Aug. 27** Clinical Interviewing

Sharp, K. L., Williams, A. J., Rhyner, K. T., & Ilardi, S. S. (2013). The clinical interview. In

 Geisinger, Kurt F. (Ed); Bracken, Bruce A. (Ed); Carlson, Janet F. (Ed); Hansen, Jo-Ida

C. (Ed); Kuncel, Nathan R. (Ed); Reise, Steven P. (Ed); Rodriguez, Michael C. (Ed),

(2013). *APA handbook of testing and assessment in psychology, Vol. 2: Testing and*

*assessment in clinical and counseling psychology* (pp. 103-117). Washington, DC, US:

American Psychological Association.

Virginia Department of Social Services. (October 2016). Definitions of abuse and neglect. *Child*

*and family services manual* (pp. 1-45). Retrieved from website at

 <http://www.dss.virginia.gov/family/cps/index2.cgi>

**Aug. 27 Lab** Introduction and overview; Practice Clinical Interviewing

**Sept. 3** Labor Day Holiday – no class or lab

**Sept. 10** Suicide and Violence Risk Assessment

Doyle, M., & Dolan, M. (2007). Standardized risk assessment. *Psychiatry, 6*(20), 409-414.

Cramer, R.J., Johnson, S.M., McLaughlin, J., Rausch, E.M., & Conroy, M.A. (2013). Suicide

risk assessment training for psychology doctoral programs: Core competencies and a

framework for training. *Training and Education in Professional Psychology, 7*(1), 1-11.

Fowler, J.C. (2012). Suicide risk assessment in clinical practice: Pragmatic guidelines for

imperfect assessments. *Psychotherapy, 49*(1), 81-90.

**Sept. 10 Lab** Practice Suicide and Violence Risk Assessment

**Sept. 17** Intelligence and WAIS-IV Administration

Nisbett, R. E.; Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E.

(2012). Intelligence: New findings and theoretical developments. *American Psychologist,*

*67*(2), 130-159.

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment.* New York:

John Wiley & Sons. Chapters 1 & 2. Introduction and How to Administer WAIS-IV.

**Sept. 17 Lab** Practice WAIS-IV Administration

**Sept. 24** WAIS-IV Psychometrics, Scoring, and Interpretation

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment.* New York:

John Wiley & Sons. Chapters 3 to 4. Scoring and Interpreting the WAIS-IV.

**Sept. 24 Lab** Practice WAIS-IV Administration and Scoring

**Oct. 1** WAIS-IV Report Writing

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment.* New York:

John Wiley & Sons. Chapters 5 and 10. Interpreting the WAIS-IV and Illustrative reports.

**Oct. 1 Lab** Practice Writing a WAIS-IV Report

**Oct. 8** Columbus Day Holiday – no class or lab

**Oct. 9** WAIS-IV Proficiency Exams. Bring supplies you need for a real administration.

**Oct. 9 Lab** WAIS-IV Proficiency Exams

**Oct. 15** WISC-V Administration, Psychometrics, and Scoring

Flanagan, D. P. & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* New York:

John Wiley & Sons. Chapters 1, 2, & 3. Overview, How to Administer, and How to Score

WISC-V.

**Oct. 15 Lab** Practice WISC-V Administration and Scoring

**Oct. 22** WISC-V Interpretation and Report Writing

Flanagan, D. P. & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* New York:

John Wiley & Sons. Chapter 4. How to Interpret WISC-V.

**\***First WAIS-IV Report Due to TAs\*

**Oct. 22 Lab** Practice WISC-V Report Writing

**Oct. 29** WISC-V Proficiency Exams

\*First WAIS-IV Report Due to Professor\*

**Oct. 29 Lab** WISC-V Proficiency Exams

**Nov. 5** Intelligence and Memory Across the Lifespan

Lichtenberger, E. O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment.* New York:

John Wiley & Sons. *Essentials of WAIS-IV*. Chapter 7. Age and Intelligence Across the

Lifespan.

Lopez, O. L. (2013). Mild Cognitive Impairment. *CONTINUUM: Lifelong Learning in*

*Neurology*, *19*(2, Dementia), 411–424.

**Nov. 5 Lab** Practice Administration of Memory Scales: MMSE, WMS, and WRAM-L

**Nov. 12** Attention Deficit Hyperactivity Disorder (ADHD) Assessment

Weyandt, L.L., & DuPaul, G. J. (2013). *College Students with ADHD: Current Issues and*

*Future Directions* (Chapter 4: Assessment of ADHD, pp. 37-60). New York: Springer.

**Nov. 12 Lab** Practice Assessment of ADHD: Conners, Brown, CPT, BRIEF and Practice ASEBA and Beery \*Second WAIS Report Due to TAs\*

**Nov. 19** Cultural Diversity and Providing Client Feedback

\*Second WAIS-IV Report Due to Professor\*

American Psychological Association. (2017). Multicultural Guidelines: An Ecological Approach

to Context, Identity, and Intersectionality. Retrieved from:

<http://www.apa.org/about/policy/multicultural-guidelines.pdf>

Pope, K. S. (1992). Responsibilities in providing psychological test feedback to clients.

*Psychological Assessment*, 4(3), 268-271.

Snowden, L. R. (2003). Bias in mental health assessment and intervention: Theory and evidence.

*American Journal of Public Health, 93*(2), 239-243.

**Nov. 19 Lab** Practice Providing Client Feedback

**Nov. 26** Thanksgiving Holiday – no class or lab

**Dec. 3** Professional Conduct and Ethical Decision Making in Assessments

American Psychological Association (2002). Ethical principals of psychologists and code of

conduct. *American Psychologist,* 57, 1060-1073.

**Dec. 3 Lab** Practice Ethical Decision Making \*WISC-V Report Due to TAs\*

**Dec. 10** \*WISC-V Report Due to Professor\*

# University Policies and Resources

1. Student Responsibilities About Communication: Mason uses electronic mail to provide official information to students. Examples include communication from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
2. [Honor Code and Academic Honesty](https://oai.gmu.edu/): You are expected to be familiar with and abide by George Mason University’s Honor Code. The Code requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is your responsibility to see me if you have questions about these policies. All violations of the Honor Code will be reported to the Honor Committee.
3. Students must follow the university policy for [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) and registration in [Administrative information.](https://registrar.gmu.edu/about/)
4. Student services: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
5. [The George Mason University Counseling and Psychological Services (CAPS)](http://caps.gmu.edu/) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.
6. Accommodations: Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services (ODS)](http://ods.gmu.edu/) and inform their instructor, in writing, at the beginning of the semester. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703.993.2474.
7. [The George Mason University Writing Center](http://writingcenter.gmu.edu/) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.
8. [Library](http://library.gmu.edu/for/online): Most University Libraries resources are available to you from home. They have a variety of online services.
9. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
10. [Diversity](http://ctfe.gmu.edu/professional-development/mason-diversity-statement/): George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.
11. [Religious Holidays](http://ulife.gmu.edu/calendar/religious-holiday-calendar/): It is the obligation of students, within the first two weeks of the semester, to provide professors with the dates of major religious holidays on which they will be absent or unable to turn in work due to religious observances.
12. [Student Privacy](http://registrar.gmu.edu/ferpa/): All students at Mason control access to their educational records and must give consent before that information is disclosed to any third party, including parents.
13. Class Cancellation Policy: If class is cancelled, I will notify you by email/blackboard and describe how we will make up the time.