**Psychological Assessment II (PSYC 811)** Spring 2021, 10:30 – 1:10, Mondays online

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

Phone: 703-993-1368 Office Hours: 1:00 – 3:00 Tuesdays.

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**Teaching Assistant:** Claire Niehaus [cniehaus@gmu.edu](mailto:cniehaus@gmu.edu)

**Lab:** Mondays 8:30 – 10:00 am, Center for Psychological Services (Clinic)

**Last day to add course:** Feb. 1 **Drop Deadlines:** Feb. 12 (100% refund); Feb. 16 (50% refund)

This is the second semester of a two-semester sequence on psychological assessment. The goals of the course are to help students learn a foundation in theories, strategies, and techniques in psychological assessment, focusing on empirical support and clinical utility.

**Student Learning Outcomes (Profession-Wide Competencies in Assessment, Research, Communication and Interpersonal Skills, Individual and Cultural Diversity, Ethical and Legal Standards, and Professional Values and Attitudes):**

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision- making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

6. Critically evaluate research and use existing knowledge to solve problems.

7. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

8. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in assessment activities.

9. Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

10. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

11. Conduct self in an ethical manner in all professional activities.

I will evaluate your performance on these student learning outcomes (and profession-wide competencies) with class participation, proficiency exams, test protocols, review of assessment video recordings and reports, lab scores, and course grades.

**Recommended Books.**

Morey, L. C. (2003). *Essentials of PAI Assessment*. New Jersey: John Wiley & Sons.

Nichols, D.S., & Kaufman, A.S. (2011). *Essentials of MMPI-2 Assessment.* New York: John Wiley & Sons.

**Course Requirements:**

*Interviews/Assessments/Reports:*

* 1 WISC-V assessment report for the Cognitive Assessment Program (CAP)
* 1 college student volunteer assessment report: clinical interview; MMPI-2; Depression, Anxiety, and Stress Scales (DASS-21); PHQ-9; and appropriate SCID-5 modules
* 1 comprehensive assessment report with a clinic client: clinical interview, and appropriate tests (e.g., WAIS-IV, PAI, Conners’ ADHD Rating Scales, BRIEF, DASS-21, PHQ-9, ASEBA, Nelson Denny Reading Test, Woodcock-Johnson-IV)

You will need one child CAP case, one college student volunteer, and one comprehensive assessment case from the clinic. Please video-record adult volunteers and assessment clients and turn them into the TA for review. You cannot assess anyone with whom you an outside relationship (i.e., a student in one of your classes, a co-worker, a relative, etc.). You must conduct yourself in a professional manner at all times (i.e., arriving early for appointments; contacting clients if you must change appointments; and professional dress and conduct).

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

A+ = 97 – 100%; 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 (1 CAP case, 1 adult volunteer, and 1 comprehensive assessment with clinic client)

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

Timely and thorough completion of all test protocols and recordings

Lab test administration proficiency

Protocol scoring accuracy and effort; learning from corrections

**Labs:**

Your Lab Instructor will provide feedback on your interviewing, administration and scoring, report writing, and general professional interaction skills. You will turn in your protocols and videotaped interviews to your Lab Instructors for review and feedback. She 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.**

**Honor code:** The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should follow the code and connected policies, set out at <http://oai.gmu.edu>. I may enter a failing grade for anyone found guilty of an honor code violation. All students must abide by the American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct.

**Accommodations for students with disabilities:** If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

**Class and Lab Schedule**

**January 25 Assessment of Mood**

\*Assessment, Research

Angst, J. (2013). Bipolar disorders in DSM-5: Strengths, problems, and perspectives.

*International Journal of Bipolar Disorders, 1(*12), 1–3.

First, M. (2014). *DSM-5 Handbook of Differential Diagnoses*. Arlington, VA: American

Psychiatric Publishing, Inc. Chapter 1: Differential Diagnosis Step by Step.

Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K., & Walters, E.E. (2005).

Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National

Comorbidity Survey replication. *Archives of General Psychiatry, 62*, 593-602.

Uher, R., Payne, J.L., Pavlova, B., & Perlis, R.H. (2014). Major depressive disorder in DSM-5:

Implications for clinical practice and research of changes from DSM-IV. *Depression and*

*Anxiety, 31*, 459-471.

**January 25 Lab** Introduction to SCID-5 and SCID Mood Modules, DASS-21, PHQ-9

**February 1 Assessment of Adult Anxiety, OCD, and PTSD**

\*Assessment, Research

Antony, M., & Rowa, K. (2005). Evidence-based assessment of anxiety disorders in adults.

*Psychological Assessment, 17*(3), 256-266.

Heimberg, R.G., Hofmann, S.G., Liebowitz, M.R., … Craske, M.G. (2014). Social anxiety

disorder in DSM-5. *Depression and Anxiety, 31*, 472-479.

Ruscio, A. M., Hallion, L. S., Lim, C. C. W., Aguilar-Gaxiola, S., Al-Hamzawi, A., Alonso, J.,

. . . Scott, K. M. (2017). Cross-sectional comparison of the epidemiology of DSM-5

generalized anxiety disorder across the globe. *JAMA Psychiatry, 74*(5), 465-475.

Stein, D.J., McLaughlin, K.A., Koenen, K.C., … Kessler, R.C. (2014). DSM-5 and ICD-11

definitions of posttraumatic stress disorder: Investigating “narrow” and “broad” approaches. *Depression and Anxiety, 31*, 494-505.

**February 1 Lab** SCID Anxiety, OCD, and PTSD Modules

**February 8 Assessment of Eating and Substance UseDisorders**

\*Assessment, Research

Grant, B.F., Goldstein, R.B., Saha, T.D. … Hasin, D.S. (2015). Epidemiology of DSM-5 alcohol

use disorder. *JAMA* *Psychiatry, 72*(8), 757-766.

Grant, B.F., Saha, T.D., Ruan, W.J., … Hasin, D.S. (2016). Epidemiology of DSM-5 drug use

disorder. *JAMA* *Psychiatry, 73*(1), 39-47.

Stice, E., Gau, J.M., Rohde, P., & Shaw, H. (2017). Risk factors that predict future onset of each

DSM-5 eating disorder: Predictive specificity in high-risk adolescent females. *Journal of*

*Abnormal Psychology, 126*(1), 38-51.

**February 8 Lab** SCID Substance Use and Eating Disorders, Alcohol Use Disorders Identification Test (AUDIT), and Drug Abuse Screening Test (DAST) administration

**February 15** **MMPI Assessment and Interpretation**

\*Assessment, Research, Communication

Nichols, D.S. (2010). *Essentials of MMPI-2 Assessment.* New York: John Wiley & Sons.

Chapters 1-5.

Keo-Meier, C. L., & Fitzgerald, K. M. (2017). Affirmative psychological testing and

neurocognitive assessment with transgender adults. *Psychiatric Clinics of North America,*

*40*(1), 51-64.

**February 15 Lab \***SCID Proficiencies on Mood, Anxiety, OCD, and PTSD\*

\*Schedule College Student Volunteer\*

**February 22** **PAI Assessment and Interpretation**

\*Assessment, Research, Communication

Morey, L.C. (2003). *Essentials of PAI Assessment*. New Jersey: John Wiley & Sons.

Chapters 1-5.

**February 22 Lab** MMPI and PAI Administration, Scoring, and Interpretation

**March 1 Assessment of Executive Functioning**

\*Assessment, Research

Doebel, S. (2020). Rethinking executive function and its development. *Perspectives on*

*Psychological Science*, *15*(4), 942–956.

**March 1 Lab** D-KEFS Administration and practice

\*College Student Volunteer Report due to TA\*

**March 8 Learning Disorders Assessment**

\*Assessment, Research

Miciak, J., Fletcher, J.M., Stuebing, K.K., Vaughn, S., & Tolar, T.D. (2014). Patterns of

cognitive strengths and weaknesses: Identification rates, agreement, and validity for

learning disabilities identification. *School Psychology Quarterly, 29*(1), 21-37.

Pham, A.V., & Riviere, A. (2015). Specific learning disorders and ADHD: Current issues in

diagnosis across clinical and educational settings. Current Psychiatry Reports, 17:38.

**March 8 Lab** Woodcock-Johnson Tests of Achievement-IV and Nelson Denny Reading Test

\*Request Comprehensive Assessment Case\*

**March 15 Personality Disorder Assessment**

\*Assessment, Research

\*College Student Volunteer Report due to Professor\*

Hopwood, C.J., Wright, A.G.C., Krueger, R.F., Schade, N., Markon, K.E., & Morey, L.C.

(2013). DSM-5 pathological personality traits and the Personality Assessment Inventory. *Assessment, 20*(3), 269-285.

South, S. C., & DeYoung, N. J. (2013). Behavior genetics of personality disorders: Informing

classification and conceptualization in DSM-5. *Personality Disorders:* *Theory,* *Research,*

*and Treatment*, 4(3), 270-283.

Widiger, T.A. (2015). Assessment of DSM-5 personality disorder. *Journal of Personality*

*Assessment, 97*(5), 456-466.

**March 15 Lab** SCID-II

**March 22 Projective Assessment**

\*Assessment, Research

Garb, H.N., Wood, J.M., Lilienfeld, S.O., & Nezworski, M.T. (2005). Roots of the Rorschach

controversy. *Clinical Psychology Review, 25,* 97-118.

Lillienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest, 1,* 27-66.

Weiner, I.B. & Greene, R.L. (2008). *Handbook of Personality Assessment*. New Jersey: John

Wiley & Sons. Ch. 11: Rorschach Inkblot Method. Ch. 12: Thematic Apperception Test.

Ch. 13: Figure Drawing Methods. Ch. 14: Sentence Completion Methods.

**March 22 Lab** Projectives administration practice

**March 29 Parent Reports of Youth Anxiety & Externalizing Behavior**

\*Assessment, Research

Barry, C.T., Golmaryami, F.N., Rivera-Hudson, N., & Frick, P.J. (2013). Evidence-based

assessment of conduct disorder: Current considerations and preparation for DSM-5.

*Professional Psychology: Research and Practice, 44*(1), 56-63.

Rey, Y., Marin, C.E., & Silverman, W.K. (2013). Assessment of anxiety disorders: Categorical

and dimensional perspectives. In R.A. Vasa and A.K. Roy (Eds.) *Pediatric Anxiety*

*Disorders: A Clinical Guide. Current Clinical Psychiatry,* pp. 231-267.

**March 29 Lab** MINI-KID, ADHD, ODD, CD modules

**April 5 Child Reports of Anxiety & Externalizing Behavior**

\*Assessment, Research

Moller, E.L., Majdandzic, M., Craske, M.G., & Bogels, S.M. (2014). Dimensional assessment of

anxiety disorders in parents and children for DSM-5. *International Journal of Methods in*

*Psychiatric Research, 23*(3), 331-344.

Keenan, K. (2012). Mind the gap: Assessing impairment among children affected by proposed

revisions to the diagnostic criteria for oppositional defiant disorder. *Journal of* *Abnormal*

*Psychology*, 121(2), 352-359.

**April 5 Lab** MINI-KID, ASEBA

**April 12 Case Conceptualization**

\*Assessment, Research, Communication

Wenzel, A., Dobson, K. S., & Hays, P. A. (2016). Assessment and case conceptualization.

*Cognitive behavioral therapy techniques and strategies* (pp. 15-42). Washington, DC,

US: American Psychological Association.

Lilienfeld, S. O., & Treadway, M. T. (2016). Clashing diagnostic approaches: DSM/ICD versus

RDoC. *Annual Review of Clinical Psychology, 12*, 435-463.

**April 12 Lab** Supervision on Assessment cases

**April 19 Couple and Family Assessment**

\*Assessment, Research, Communication

Alderfer, M.A., Fiese, B.H., Gold, J.I., … Patterson, J.  (2008).  Evidence-based assessment in

pediatric psychology: Family measures.  *Journal of Pediatric Psychology, 33*(9), 1046-1061.

Snyder, D.K., Heyman, R.E., & Haynes, S.N.  (2005).  Evidence-based approaches to assessing

couple distress. *Psychological Assessment, 17*(3), 288-307.

**April 19 Lab** Supervision on Assessment cases **\***WISC-V report for CAP due to TA\*

**April 26 Community Needs Assessment and Ethical Issues**

\*Assessment, Individual and Cultural Diversity, Ethics

**\***WISC-V report for CAP due to Professor\*

American Psychological Association (2002). Ethical principles of psychologists code of conduct. *American Psychologist, 57,* 1060-1073.

Royse, D., Thyer, B.A., Padgett, D.K., & Logan, T.K. (2001). *Program Evaluation*. Belmont,

CA: Wadsworth/Thompson Learning. Ch. 3. Needs assessment.

**April 26 Lab** Supervision on Assessment cases

\*Comprehensive Assessment Report due to TA\*

**May 3** \*Comprehensive Assessment 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.
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.
14. Mandatory reporting of sexual assault, interpersonal violence, and stalking: As a professor, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center at 703.380.1434 or Counseling and Psychological Services at 703.993.2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703.993.8730 or emailing titleix@gmu.edu.