**Psychological Assessment I (PSYC 810) Lecture Fall 2021**

Mondays 10:30 - 1:10 at GMU Center for Psychological Services

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

Phone: 703-993-1368 Office Hours: 2:00 - 4:00 Mondays online

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**Teaching Assistant:** Eleanor Speidel, M.A. Email: ejones37@gmu.edu

**Lab:** Mondays 1:30 - 3:00

**Last day to add course:** August 30

**Last days to drop course:** Sept. 7 (tuition refund); Sept. 14 (50% refund); Self-withdrawal Sept. 15-27 (100% liability)

This is the first semester of a two-semester sequence on psychological assessment. The goal of the course is 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 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, online quizzes, proficiency exams, test protocols, review of assessment video recordings and reports, lab scores, and course grades.

**Course Requirements:**

*Interviews/Assessments/Reports:*

* 1 WAIS-IV administration/scoring, background interview, risk assessment (video-recorded), and interpretative report
* 1 WISC-V administration/scoring and parent interview (video-recorded), and interpretive report

*Quizzes/Proficiencies:*

* 5 Quizzes
* 2 Proficiencies (WAIS-IV and WISC-V)

**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:

John Wiley & Sons.

**Grading**. 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)**

2 Reports and completion of 2 assessments in a professional manner

Class Participation

5 Quizzes

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

Timely and thorough completion of all test protocols and recordings

2 Lab test administration proficiency tests

Protocol scoring accuracy and effort

Learning from corrections and feedback

Lab Instructor will provide feedback on your administration, scoring, report writing, and general professional interaction skills. You will turn in your protocols and video-recorded administrations 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.**

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 1 adult volunteer 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 volunteers if appointment must be changed; and dress and conduct yourself professionally).

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

**Lecture & Lab Schedule:**

**Aug. 23 Telepsychology Training, WAIS-IV Psychometrics, Racial/Ethnic Differences, and Administration**

\*Ethical and Legal Standards, Individual and Cultural Diversity, Research, Assessment

Telepsychology training to complete by Sept. 30 <https://www.apa.org/career-development/telepsychology>

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 the WAIS-IV.

P. 1-97.

PBS American Experience – The Eugenics Crusade (beginning is about history of intelligence testing) <https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/#part01>

**Aug. 23 Lab** Learn about WAIS-IV Administration

**Aug. 30** **Conceptualizing Intelligence and** **WAIS-IV Scoring and Starting Interpretation.**

\*Individual and Cultural Diversity, Research, Assessment **– \*Quiz 1 due**

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 3 & 4. Scoring and Interpreting the WAIS-IV. P. 98-149.

**Aug. 30 Lab** Practice WAIS-IV Administration and Scoring

**Sept. 6** Labor Day Holiday

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**Sept. 13 Bias and Abuses of Psychological Assessment and Eugenics**

\*Individual and Cultural Diversity, Research, Professional Values, Assessment

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

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

Yakushko, O. (2019). Eugenics and its evolution in the history of western psychology: A critical

 archival review. *Psychotherapy and Politics International*, *17*(2).

 <https://doi.org/10.1002/ppi.1495e>

PBS American Experience – The Eugenics Crusade (how intelligence tests are used) <https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/#part01>

**Sept. 13 Lab** Practice WAIS-IV Administration and Scoring

**Sept. 20 WAIS-IV Interpretation Step by Step**

\*Assessment

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

John Wiley & Sons. Chapter 5. How to Interpret the WAIS-IV. P. 150-215.

**Sept. 20 Lab** WAIS-IV Proficiency Exams. Bring supplies you need for a volunteer administration.

**Sept. 27 Child Abuse, Suicide, and Violence Risk Assessment**

\*Assessment – \***Quiz 2 due**

Virginia Department of Social Services. (July 2017). Definitions of abuse and neglect. *Child*

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

[*https://www.dss.virginia.gov/family/cps/index.cgi*](https://www.dss.virginia.gov/family/cps/index.cgi)

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.

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

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

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

**Sept. 27 Lab** Practice Suicide and Violence Risk Assessment

**Oct. 4** **WISC-V Psychometrics, Racial/Ethnic Differences, and Administration**

\*Research, Assessment

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

John Wiley & Sons. Chapters 1 & 2. Overview and How to Administer the WISC-V.

P. 1-132

**Oct. 4 Lab** Practice WISC-V Administration

**Oct. 12** **WISC-V Scoring and Interpretation**

\*Assessment – \***Quiz 3 due**

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

John Wiley & Sons. Chapter 3 & 4. How to Score and Interpret WISC-V. P. 133-277.

**Oct. 12 Lab** Practice WISC-V Administration and Scoring

**Oct. 18** **WAIS-IV Report Writing**

\*Communication

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

John Wiley & Sons. Chapters 9 and 10. Strengths and Weaknesses of the WAIS-IV and

Illustrative Case Reports. P. 332-388.

**Oct. 18 Lab** WISC-V Proficiency Exams. Bring supplies you need for a real administration.

**Oct. 25** **WISC-V Report Writing**

\*Communication

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

John Wiley & Sons. Chapters 5 & 11. Strengths and Weaknesses of the WISC-V and

Illustrative Case Report. P. 279-286 & 511-533.

**Oct. 25 Lab** Practice Writing Reports

**Nov. 1 Intelligence and Memory Across the Lifespan**

\*Individual and Cultural Diversity, Research, Assessment

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

**\*WAIS Report Due to TA\***

**Nov. 8 Executive Functioning**

\*Assessment, Research

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

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

**Nov. 8 Lab** Practice Assessment of Executive Functioning: BRIEF and Beery VMI

**Nov. 15 Attention Deficit Hyperactivity Disorder (ADHD) Assessment**

\*Assessment, Research **\*WAIS Report Due to Professor\***

Lefler, E. K., Flory, K., Canu, W. H., Willcutt, E. G., & Hartung, C. M. (2021): Unique considerations in the assessment of ADHD in college students. *Journal of Clinical and Experimental Neuropsychology*. DOI: 10.1080/13803395.2021.1936462

**Nov. 15 Lab** Practice Assessment of ADHD: Conners, Brown, and CPT

**Nov. 22 Cultural Diversity and Providing Client Feedback** – \***Quiz 4 due\***

\*Individual and Cultural Diversity, Research, Professional Values, Communication

American Psychological Association. (2019). APA Guidelines on Race and Ethnicity in Psychology:

 Promoting Responsiveness and Equity.

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.

**Nov. 22 Lab** Practice Providing Client Feedback **\*WISC-V Report Due to TA\***

**Nov. 29** **Professional Conduct and Ethical Decision Making in Assessments** – **\*Quiz 5 due**

\*Ethical and Legal Standards, Professional values

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

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

**Nov. 29 Lab wrap-up**

**Dec. 6 \*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.
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 “Responsible 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.