

Psychology 645Q

## INTRODUCTION TO PSYCHOLOGICAL EVALUATIONS

### Course Syllabus

Fall 2007	Instructor:	Kristin Lindahl, Ph.D.
Tue/Thur: 12:30pm-1:45pm	Office:	Flipse Building 331
Flipse 201	Phone:	284-5222, x3
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Office Hours: By Appointment

Lab: PSY671RX; Th 2-4pm  
 Lab Supervisor: Saneya Tawfik, Ph.D.  
 Lab Instructors: Annie Inge, Caley Schwartz, Whitney Ward  
 See separate syllabus for lab description, schedule and requirements.

### **Course Objectives**

This course begins the process of developing competence in psychological assessment. This is an introductory course that builds a foundation for future assessment courses, practica and supervised work experiences. The course covers principles of psychological measurement, including reliability, validity, norms, and standard scores; assessment issues with culturally diverse populations; overview of contemporary theories of the structure of intelligence and the origins of intellectual assessment; controversies regarding the use and misuse of testing; interviewing techniques; behavioral observations and case formulation; and integrative report writing. In addition, students are introduced to the Wechsler scales of intelligence and measures of achievement and are given the opportunity to gain experience administering, scoring, and writing reports using the Wechsler and achievement tests. Woven throughout the course are clinical cases and perspectives on ethical and cultural issues. Although this course introduces students to selected measures of psychosocial, emotional, and personality functioning, this content is covered in greater detail in subsequent assessment courses (PSY646 for adult assessment and PSY647 for child assessment).

By the end of the course, it is expected that students will master the following:

1. Identify and discuss principles of psychological measurement, including reliability, validity, and standard scores. Students also will become familiar with the basic principles of test construction.
2. Identify and discuss relevant theories of intelligence as well as the psychometric and empirical foundation for the process of assessing intellectual ability.
3. Identify and discuss assessment issues with culturally diverse populations.
4. Identify and discuss professional and ethical issues related to the practice of psychological assessment.

5. Demonstrate competent administration and scoring of the Wechsler scales. Demonstrate competent administration and scoring of the WIAT-II and WJ-II Tests of Achievement.
6. Demonstrate competent interpretation of the Wechsler scales and the WIAT-II and WJ-III scales.
7. Communicate the results of an intellectual assessment orally and in writing.

### **Text & Assigned Readings**

Please read each assignment prior to coming to class. Coming to class after carefully reading the materials assigned will enhance your learning, optimize class discussions, and ultimately enable us to help you master the material. The texts are (generally speaking!) well written and you are quite capable of learning via your own reading and study. There is considerable material to cover in this course and therefore, class lectures and discussions will often enhance and elaborate on your readings by covering additional topics. All readings will be made available on Blackboard.

### **Course Format/Attendance**

Students are expected to be active and informed participants in the course. Lectures, critical review and discussion of readings will be part of each class meeting. Many class meetings also will involve discussion of actual clinical cases. The course also will involve observing as well as direct administration of assessment instruments. The lab for this course is required and is held on Thursdays 2-4pm (see separate syllabus). Attendance is required for all class and lab meetings.

It is expected that all students will conduct themselves in a professional and ethical manner. Confidentiality is of the highest priority. Individuals being tested or interviewed are to be treated with respect. All testing and interviewing must be done in the Psychological Services Center. It is the responsibility of the student to inform Dr. Lindahl or Dr. Tawfik of any situation that arises that presents an ethical dilemma or threatens the well-being of any student or client.

### **Requirements**

A midterm will cover the didactic material from the first half of the semester. The final exam will focus on material from the second half of the semester and may draw on information presented in the first half of the semester as it relates to the second-half material. The Midterm and Final will count for 60% of your grade. Performance in PSY671 (the lab) will account for 40% of your final grade for the course.

### **Schedule and Assigned Readings**

August 23	Introduction to the class
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No assigned readings

## **August 28                      Overview of Assessment**

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Weiner, I. (2003). The assessment process. In Graham, J. R. & Naglieri, J.A. (Eds.), *Handbook of Psychology, Vol 10: Assessment Psychology* (pp. 3-25). Hoboken, N.J.: Wiley & Sons.

Suen, H.K., & French, J.L. (2003). A history of the development of psychological and educational testing. In Reynolds, C. R., & Kamphaus, R.W. (Eds.), *Handbook of Psychological and Educational Assessment of Children: Intelligence, Aptitude, and Achievement, Second Edition* (pp. 3-23). New York: Guilford Press.

## **PSYCHOMETRIC THEORY**

### **August 30 – Introduction to Psychometrics**

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Sattler, J., & Hoge, R. (2006). Basic statistical and psychometric constructs. In Jerome M. Sattler, *Assessment of Children: Behavioral, Social, Clinical Foundations* (5<sup>th</sup> ed., pp. 33-52). Fifth Edition. San Diego, Jerome M. Sattler, Publisher, Inc. (You can skim this chapter if you have a strong background in statistics).

### **September 4 – Reliability - Guest Lecturer: Matthias Siemer, Ph.D.**

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Cohen, R. J., & Swerdlik, M. E. (2005). Reliability. In R.J. Cohen & M.E. Swerdlik, *Psychological Testing and Assessment* (pp. 129-155). Boston: McGraw Hill.

American Education Research Council, American Psychological Association, and the National Council on Measurement in Education. (1999). Reliability and errors of measurement. *Standards for Educational and Psychological Testing* (pp. 25-36).

### **September 6 – Validity - Guest Lecturer: Matthias Siemer, Ph.D.**

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Cohen, R. J., & Swerdlik, M. E. (2005). Validity. In R.J. Cohen & M.E. Swerdlik, *Psychological Testing and Assessment* (pp. 156-189). Boston: McGraw Hill.

American Education Research Council, American Psychological Association, and the National Council on Measurement in Education. (1999). Validity. *Standards for Educational and Psychological Testing* (pp. 9-24).

### **September 11 – Test Construction - Guest Lecturer: Matthias Siemer, Ph.D.**

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Cohen, R. J., & Swerdlik, M. E. (2005). Test development. In R.J. Cohen & M.E. Swerdlik, *Psychological Testing and Assessment* (pp. 190-231). Boston: McGraw Hill.

## **September 13 - Test Construction - Guest Lecturer: Alexandra Quittner, Ph.D.**

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Quittner, A. L. Patient-reported Outcomes: From instrument development to analysis and interpretation.

Quittner, A. L., Buu, A., Messer, M., Modi, A.C., & Watrous, M. (2005). Development and validation of the Cystic Fibrosis Questionnaire in the United States. *Chest Journal*, *128*, 2347-2354.

US Department of Health and Human Services. Guidance for industry. Patient-reported outcome measures: Use in medical product development to support labeling claims.

## **INTELLIGENCE & ACHIEVEMENT TESTING**

### **September 18 - History of Intelligence Testing**

Wasserman, J.D., & Tulsy, D.S. (2005). A history of intelligence assessment. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 3-22). New York: Guilford.

Sattler, J.M. (2001). Historical survey and theories of intelligence. In J.M. Sattler, *Assessment of Children: Cognitive Applications* (4<sup>th</sup> ed., pp. 128-159). San Diego: Jerome M. Sattler, Publisher, Inc. (This chapter can be skimmed; it reviews practically every theory of intelligence ever written)

### **September 20 - Contemporary Theories on the Structure of Intelligence**

Horn, J.L., & Blankson, N. (2005). Foundations for better understanding of cognitive abilities. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 41-68). New York: Guilford.

Carroll, J.B. (2005). The three-stratum theory of cognitive abilities. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 69-76). New York: Guilford.

### **OPTIONAL READING:**

Alfonso, V.C., Flanagan, D.P., & Radwan, S. (2005). The impact of the Cattell-Horn-Carroll Theory on test development and interpretation of cognitive and academic abilities. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 185-202). New York: Guilford.

### **September 25 - Contemporary Theories on the Structure of Intelligence (continued)**

### **OPTIONAL READING:**

Chen, J.Q., & Gardner, H. (2005). Assessment based on Multiple-Intelligences Theory. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 77-102). New York: Guilford. Skimming this chapter is sufficient.

### **September 27 – Controversial Issues in the Measurement of Intelligence**

Kanaya, T., Scullin, M.H., & Ceci, S.J. (2003). The impact of rising IQ scores on American society via mental retardation diagnoses. *American Psychologist*, 58, 778-790.

### **October 2 -Controversial Issues in the Measurement of Intelligence (continued)**

Neisser, U., et al (1996). Intelligence: Knowns and Unknowns. *American Psychologist*, 51, 77-101.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60, 46-59.

### **October 4 – MIDTERM**

No additional readings, just all of the above!!

### **October 9 – The Measurement of Intelligence with the Wechsler Scales**

Saklofske, D. H., Rolfhus, E., Prifitera, A., Zhu, J., & Weiss, L. G. (2005). Clinical interpretation of the WISC-IV FSIQ and GAI. In A. Prifitera, D.H. Saklofske, & L. G. Weiss, *WISC-IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives* (pp. 33-48; note that I am only assigning the first half of this chapter; Also, this can be skimmed to the extent that some of this material was previously reviewed in a reading previously assigned for lab). Burlington, MA; Elsevier Academic Press.

Weiss, L.G., Prifitera, A., Holdnack, J.A., Saklofske, D.H., Rolfhus, E., & Coalson, D. (2005). The essentials and beyond. In L.G. Weiss, D. H. Saklofske, A. Prifitera, & J.A. Holdnack (Eds.), *WISC-IV Advanced Clinical Interpretation* (pp. 72-97; note that I am *not* assigning the first half of this chapter; just the last section on interpretation). Burlington, MA; Elsevier Academic Press.

*See also:* Sattler, Chapter 4: Interpreting the WISC-IV – This was previously assigned in lab.

### **OPTIONAL READINGS:**

Kamphaus, R. W., Winsor, A.P., Rowe, E.W., & Kim, S. (2005). A history of intelligence test interpretation. In Flanagan & Harrison (Eds.), *Contemporary Intellectual Assessment* (pp. 23-38).

Weiss, L.G., Saklofske, D.H., & Prifitera, A. (2005). Interpreting the WISC-IV Index scores. In A. Prifitera, D.H. Saklofske, & L. G. Weiss, *WISC-IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives* (pp. 71-100). Burlington, MA; Elsevier Academic Press.

NOTE: The Weiss, Saklofske & Prifitera chapter makes frequent reference to the WISC-IV Integrated, which we will not have time to cover in this class, so this reading is listed as “optional.” You will use the WISC-IV over the course of your career, however, so this is a good reference to be familiar with.

### **October 11 – More on the Wechsler Scales**

Kaufman, A.S., & Lichtenberger, E.O. (2006). Verbal-Performance IQ discrepancies: A clinical approach. In A.S. Kaufman & E.O. Lichtenberger, *Assessing Adolescent and Adult Intelligence* (pp. 317-368).

**OPTIONAL READING:**

Kaufman, A.S., & Lichtenberger, E.O. (2006). Profile interpretation: What the subtests measure. In A.S. Kaufman & E.O. Lichtenberger, *Assessing Adolescent and Adult Intelligence* (pp. 369-411).

**October 16 – Achievement Testing: WJ-III & WIAT-II**

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Flanagan, D.P., Ortiz, S.O., Alfonso, V.C. & Mascolo, J.T. (2006). Academic achievement and learning disabilities. In D.P. Flanagan, S.O. Ortiz, V.C. Alfonso, & J.T. Mascolo, *The Achievement Test Desk Reference: A guide to learning disability identification* (pp. 11-15 – just the section on “Academic Achievement Defined”). Hoboken, NJ: John Wiley & Sons, Inc.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). How to interpret the WJ-III ACH. In N. Mather, B.J. Wendling, & R. W. Woodcock, *Essentials of WJ-III Tests of Achievement Assessment* (pp. 100-157). New York: John Wiley & Sons, Inc. Just skim this chapter – it reviews major subtest and composite scores of the WJ-III.

**October 18 - Learning Disorders – Introduction**

Fletcher, J.M., Francis, D.J., Morris, R.D., & Lyon, G.R. (2005). Evidence based assessment of learning disabilities in children and adolescents. *Journal of Clinical Child and Adolescent Psychiatry*, 34, 506-522.

Flanagan, D.P., Ortiz, S.O., Alfonso, V.C. & Mascolo, J.T. (2006). A modern operational definition of learning disability. In D.P. Flanagan, S.O. Ortiz, V.C. Alfonso, & J.T. Mascolo, *The Achievement Test Desk Reference: A guide to learning disability identification* (pp. 48-55; the chapter actually ends on p. 68, but I am only assigning pp. 48 to 55). Hoboken, NJ: John Wiley & Sons, Inc.

Mather, N., & Gregg, N. (2006). Specific learning disabilities: Clarifying, not eliminating, a construct. *Professional Psychology: Research and Practice*, 37, 99-106.

**October 23 – Learning Disorders – Dyslexia**

Shaywitz, S.E., Mody, M., & Shaywitz, B. A. (2006). Neural mechanisms in dyslexia. *Current Directions in Psychological Science*, 15, 278-281.

Berninger, V. W. & O’Donnell, L. (2005). Research-supported differential diagnosis of specific learning disabilities. In A. Prifitera, D.H. Saklofske, & L. G. Weiss, *WISC-IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives* (pp. 189-210 – only the section on dyslexia is assigned for today’s class). Burlington, MA; Elsevier Academic Press.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). Clinical applications of the WJ-III

ACH. In N. Mather, B.J. Wendling, & R. W. Woodcock, *Essentials of WJ-III Tests of Achievement Assessment* (pp. 166-173 – just the pages on reading disorder).

### **October 25 – Learning Disorders – NVLD**

Rourke, B.P. (2005). Neuropsychology of learning disabilities: Past and future. *Learning Disabilities Quarterly*, 28, 111 - 114.

#### OPTIONAL READING:

Pellitier, P.M., Ahmad, S.A., & Rourke, B.P. (2001). Classification rules for basic phonological processing disabilities and nonverbal learning disabilities: Formulation and external validity. *Child Neuropsychology*, 7(2), 84-98.

### **October 30 – Learning Disorders – Math and Written Language**

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). Mathematics disabilities. In J.M. Fletcher, G.R. Lyon, L.S. Fuchs, & M.A. Barnes, *Learning Disabilities: From Identification to Intervention* (pp. 207 – 220 only; I am not assigning the latter portion of the chapter on neurobiological factors or educational interventions). New York: Guilford Press.

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). Written expression disabilities. In J.M. Fletcher, G.R. Lyon, L.S. Fuchs, & M.A. Barnes, *Learning Disabilities: From Identification to Intervention* (pp. 236 – 245 only; I am not assigning the latter portion of the chapter on neurobiological factors or educational interventions). New York: Guilford Press.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). Clinical applications of the WJ-III ACH. In N. Mather, B.J. Wendling, & R. W. Woodcock, *Essentials of WJ-III Tests of Achievement Assessment* (pp. 173-179 – just the pages pertaining to diagnosing disorders of math or writing). New York: John Wiley & Sons, Inc.

### **November 1 - Learning Disorders – ADHD & Differential Diagnosis**

Gordon, M., Barkley, R.A., & Lovett, B.J. (2005). Tests and observational measures. In R. A. Barkley (Ed.), *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (pp. 369-388). New York: Guilford Press.

Murphy, K. R., & Gordon, M. (2005). Assessment of adults with ADHD. In R. A. Barkley (Ed.), *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (pp. 425-452). New York: Guilford Press.

#### OPTIONAL READING:

Schwean, V. L., & Saklofske, D. H. (2005). Assessment of Attention Deficit Hyperactivity Disorder with the WISC-IV. In A. Prifitera, D.H. Saklofske, & L. G. Weiss, *WISC-IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives* (pp. 235-280). Burlington, MA; Elsevier Academic Press.

## **November 6 – Adult Neuropsychological Assessment**

TBA

## **MEASUREMENT OF BEHAVIOR AND PSYCHOLOGICAL ADJUSTMENT**

### **November 8 – Self-report measures**

De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: A critical review, theoretical framework, and recommendations for further study. *Psychological Bulletin, 131*, 483-509. Do not get too bogged down with the methodological details in this article. The important points to consider are: How well do different sources of information agree? What characteristics are likely to affect agreement? Is the bias large enough to influence the clinical use of these instruments?

### **November 13 – Self-report measures: Show and Tell Day**

Sattler, J. M. & Hoge, R. D. (2006). Broad measures of behavioral, social, and emotional functioning and of parenting and family variables. In J.M. Sattler & R.D. Hoge, *Assessment of Children: Behavioral, Social, and Clinical Foundations* (pp. 269-302). San Diego, CA: Jerome M. Sattler, Publisher, Inc. This is more of a chapter for your reference – just skim to become generally familiar with some of the self, parent, and teacher report instruments available when screening for psychological or behavioral difficulties in children.

Groth-Mart, G. (2003). Brief instruments for treatment planning, monitoring, and outcome assessment. In G. Groth-Mart, *Handbook of Psychological Assessment* (pp. 579-593).

### **November 15 – Projective & Personality Testing**

Viglione, D.J., & Rivera, B. (2003). Assessing personality and psychopathology with projective methods. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of Psychology* (pp. 531-552). Hoboken, NJ: Wiley & Sons.

## **ISSUES RELATED TO ETHICS AND DIVERSITY**

### **November 20 – Assessment Issues in Culturally Diverse Populations**

Ortiz, S.O., & Dynda, A.M. (2005). Use of intelligence tests with culturally and linguistically diverse populations. In D.P. Flanagan & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment*, (pp. 545 – 556). New York: Guildford Press.

### **OPTIONAL READINGS:**

Harris, J.G., & Llorente, A.M. (2005). Cultural considerations in the use of the Wechsler



Intelligence Scale – Fourth Edition (WISC-IV). In A. Prifitera, D.H. Saklofske, & L. G. Weiss, *WISC-IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives* (pp. 381-413). Burlington, MA; Elsevier Academic Press.

Sattler, J.M, & Hoge, R.D. (2006). Culturally and linguistically diverse children. In J.M. Sattler and R. D. Hoge, *Assessment of Children: Behavioral, Social, and Clinical Foundations*, Fifth edition, (pp. 81-101).

### **November 22 - HAPPY THANKSGIVING – NO CLASS**

### **November 27 – Ethical and Diversity Issues in Assessment**

Nagy, T. F. (2005). Assessment (Chapter 9). In T. F. Nagy, *Ethics in Plain English: An illustrative casebook for psychologists, Second Edition* (pp. 249-290). Washington, DC: APA.

### **November 29 – Ethical and Diversity Issues in Assessment (continued)**

Nagy, T. F. (2005). Assessment (Chapter 9). In T. F. Nagy, *Ethics in Plain English: An illustrative casebook for psychologists, Second Edition* (pp. 249-290). Washington, DC: APA.