

Department of Psychology  
PSYC37H3S Psychological Assessment  
Syllabus

Time/Room: Tuesdays 9:00 - 11:00pm SW 143

Course Director: Dr. Beverley Bouffard

e-mail: [dr.beverleybouffard@utoronto.ca](mailto:dr.beverleybouffard@utoronto.ca)

T.As: Stephanie Bass, M.A. ,Elyias Jeffay, BA

[sbass@utsc.utoronto.ca](mailto:sbass@utsc.utoronto.ca) , [elijas.jeffay@utoronto.ca](mailto:elijas.jeffay@utoronto.ca)

Office Hours:

Professor Bouffard: before and after class- 8:30-9:00 in class/11-12 Portable #3 Room 1

Stephanie: Tuesdays from 4-5pm. SW418A

Elyias: to be announced

Text:

Required: Kaplan & Saccuzzo, Psychological Testing 7th ed. (2009), Wadsworth  
Cengage ISBN-13: 978-0-495-09555-2

Additional Text Student Website: Chapter quizzes, Glossary of terms, Flashcards for  
studying etc

<http://www.wadsworth.com/cgi->

[wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495095552&disciplinenum=24](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495095552&disciplinenum=24)

Recommended Reading: Neukrug, E. S. & Fawcett, RC.(2010) Essentials of Testing and  
Assessment. Wadsworth.

Publication Manual of the American Psychological Association (6th ed)

American Psychological Association:Washington

(You will need this for your paper).

See: <http://www.apastyle.org/>

*Prerequisites:* [PSYB32H3](#) Abnormal Psychology

## COURSE REGULATIONS

### 1. Attendance at Lectures

**Attendance at the lectures is very highly recommended** in order to get maximum benefit from this course.

- read the relevant sections in your Textbook before the Lecture
- download any posted LECTURE material from Blackboard before each lecture
- come to the Lecture and take your own notes with the aim of understanding the main concepts covered
- after the Lecture, re-read the relevant sections in your Textbook as needed, create your study notes; review your notes frequently
- arrange to speak to your TA or Professor if you realize that you do not understand the concepts covered in the lectures. I will be available to speak to before and after class in my office.

You are required to be available for lecture periods and the entire final exam period.

## 2. Missed Exams:

There will be no make up exams, or re-scheduled exams, except in authorized cases.

[http://www.utsc.utoronto.ca/~registrar/current\\_students/deferred\\_exams](http://www.utsc.utoronto.ca/~registrar/current_students/deferred_exams)

“Students are expected to write their final examinations at the end of their courses and are strongly discouraged from deferring a final examination. The decision to defer an examination can have very serious consequences on your future studies. Experience over many years has shown that you rarely gain any academic advantage by deferring an examination. The decision to defer your final examination should only be made under truly exceptional circumstances and only when there is no possibility of attending the examination”.

Refer to the UTSC website for policies on missed exams:

[http://webapps.utsc.utoronto.ca/aaccweb/index.php?option=com\\_content&view=article&id=151&Itemid=21](http://webapps.utsc.utoronto.ca/aaccweb/index.php?option=com_content&view=article&id=151&Itemid=21)

## 3. Medical Documentation

Students **MUST** email the professor **PRIOR** to the test if you are ill. In order to be eligible for consideration for a missed Mid-Term Test, students must provide a valid documented medical reason **to the TA or Professor as soon as possible upon returning to UTSC**. For medical reasons, the **attending physician must complete the standard University of Toronto Medical Certificate**.

## 4. Information Regarding AccessAbility Services at UTSC

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the Instructor and/or the *AccessAbility Services Office* as soon as possible. The **UTSC AccessAbility Services** staff (located in **Room SW-302**) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. You can contact **AccessAbility Services** at 416-287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know about your needs, the quicker we can assist you in achieving your learning goals in this course.

## CLASSROOM CONDUCT

Please respect your peers by adhering to the following: NO food in classroom, turn off noise making devices - pagers, laptop alarms, cell phones & blackberry's before coming to class. Laptops in class are to be used for note taking only. If you have a question worth discussing, please share it with the class.

**CLASS WEBSITE:** Blackboard

**Course Objectives:** This course focuses on the theoretical and clinical application of psychological testing and assessment. Focus is on individual and group standardized

tests, their development and use as applied to various populations, with a focus on mental health service delivery.

*Objectives*

- Develop a foundational knowledge in the historical development, purposes and goals of psychological testing and assessment
- Be able to differentiate between psychometric testing and clinical psychological assessment
- Learn the importance of test worthiness (reliability, validity) test development, and psychometric properties important in test development
- Understand various applications of testing and clinical psychological assessment in individual and group settings (educational, vocational, personality)
- Develop awareness of psychometric, ethical, and practical considerations when conducting assessments
- Become familiar with commonly used and scientifically validated assessment tools and procedures for use with adults and children

**Goal:** To foster a critical examination of the principles and applications of psychological assessment with a focus on commonly used tools including standardized tests and interviews as applied in various psychological services and mental health delivery.

**Evaluation Methods:**

Midterm Test	February 9, 2010	30%
Assignment	March 2, 2010	30%
Final Exam	TBA April	40%
		100%

**BONUS:** 1 point per month available for emailing me with Psychological Assessment/Testing in the News (must be current date) e.g.,

- Controversies surrounding Standardized testing in schools, college, job /military recruitment
- Use/misuse of Educational assessments-learning disabilities
- Use/misuse of Personality assessments

**Evaluation:** One test: Multiple choice and *brief* short answer. Chapters 1, 4-7, 9. Final Exam: Multiple choice. Question selection will be equally apportioned between materials from the Text readings, supplementary readings AND the lectures/films.

**Assignment:** Evaluation of psychometric properties of 2-3 standardized screening or diagnostic instruments used to assess EITHER Major Depressive Disorder (MDD) in Adults, or Attention Deficit Hyperactivity Disorder (ADHD) in children.

**Goal:** Diagnostic interviews and rating scales are valuable clinician tools in psychological assessment. Your goal is to research and evaluate currently available instruments for diagnosing ADHD/ADD in children or MDD in adults. After a

comprehensive analysis of the psychometric properties of selected instruments, use your new knowledge to guide your clinical diagnosis. Provide the rationale for your choice of tests/diagnostic interviews or rating scales selected for your comprehensive assessment. Consider, is there a gold standard instrument? How do self-rated instruments compare to clinician rated instruments? If you had to select one, which one would you choose. If you feel you need more than one, explain your reasoning.

#### Disorders:

1) You have a recent referral from a family physician that is querying depression in an adult female, age 45. Major Depressive Disorder is a highly prevalent disorder in adults. Research and identify two instruments for diagnosing and rating depression severity. Base your final decision(s) on the instruments psychometric properties based on what you have learned in the course.

2) You have a recent referral from pediatrician that is querying the diagnosis of ADHD/ADD in an 8-year old boy. ADHD is a complex and highly prevalent disorder of childhood. Several diagnostic and screening instruments have been devised to help clinicians make an accurate ADHD/ADD diagnosis. Using your knowledge of test development thus far, assess two different rating scales used to assess ADHD/ADD and evaluate their psychometric properties. Which diagnostic/screening instruments will you choose in your assessment? Back up your choice(s) with supporting evidence of their psychometric properties based on your knowledge of testing learned to date in this course.

#### Assignment Evaluation:

Assignments will be graded both on CONTENT and WRITING quality. Therefore writing mechanics and use of APA format (Clarity, organization, mechanics, correct use of citations etc.) IS essential to receiving a good grade.

\*Use 12 point Times Roman font, double space, numbered pages, 1 ½” margins all around. References are on a separate page (see APA publication manual **6th** Edition).

If you are considering graduate school in Clinical Psychology, purchasing this book will be invaluable. Information found at: <http://www.apastyle.org/>

All papers are to be submitted IN CLASS- stapled hard copies with appropriate cover page- on Tuesday March 2. There is no electronic submission

Cover page should include:

- Your Name, Student Number, Class Code, Date, TA name, Professor Name.

\*You are to follow the **APA Publication Manual 6th Edition** for format and structure of your paper.

#### Late Assignments:

All late submitted work will be **deducted 15% per day**. Exceptions are made for illness, family death or exceptional circumstances. However, **a medical note or official documentation explaining your inability to submit this requirement will be required in these cases.**

**Academic Integrity:**

(text provided by The Centre for Teaching and Learning, UTSC)

*Please consult:* <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>.

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to: **On tests and exams:** Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity. **In academic work:** Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. There are other offences covered under the Code, but these are the most common. ***Please respect these rules and the values that they protect.***

**H1N1 Statement:**

Students are advised to consult the university's preparedness site (<http://www.preparedness.utoronto.ca>) for information and regular updates regarding procedures relating to H1N1 planning and individual student responsibilities.



# LECTURE SCHEDULE



- 1) Jan 5 Chapter 1: What is Psychological Assessment: Introduction to Psychological Testing and Assessment  
Read Chapters 2-3 on your own if you have not taken basic stats
- 2) Jan 12 Chapters 4 & 5 Reliability & Validity
- 3) Jan 19 Chapters 7 Test Administration & Ethical Considerations  
\*Film Presentation in Class
- 4) Jan 26 Chapter 9 Theories of Intelligence & Binet Scales  
\*Film Presentation in Class
- 5) Feb 2 Chapter 10 Wechsler Intelligence Scales  
Or \*Film Presentation in Class
- 6) Feb 9 **Test 1: Chaps 1, 4-7, 9, 10 PLUS any additional materials readings, content from lectures and films**



- 7) Feb 16 **READING**  
**No classes!**



**WEEK!!**

- 8) Feb 23 Chapter 8: Interviewing techniques Scales
- 9) Mar 2 **Assignment Due in Class**  
Chapter 13 Applications in Clinical & Counselling Settings

- 10) Mar 9 Chapter 14 Projective Tests



- 11) Mar 16 Chapter 15 Cognitive Behavioural Assessment Procedures



- 12) Mar 23 Chapter 17 Testing in Health Psychology  
Diagnostic Testing Guest Lecturer -TBA

**Last Date to Drop without penalty: SUNDAY March 27th**

- 13) Mar 30 Chapter 17 Testing in Health Psychology  
Diagnostic Testing

**FINAL EXAM** (Chapters 8,13-17 PLUS any additional materials readings, content from lectures and films since February 23) Held during University Exam Period: April 12 -May 01, 2010

## Appendix

### APA STYLE GUIDE

APA style, or APA format are the terms commonly used to describe the writing style guidelines which are developed, maintained, and periodically revised and updated by the American Psychological Association (APA). Use of the APA style guide is imperative to understanding the APA formatting for academic writing in psychology. However, there are many student guides to APA style available on websites. These may not however provide you a full overview.. You are encouraged to use the full TEXTBOOK

Please note: the CURRENT APA Style guide is the 6th Edition:

**Publication Manual of the American Psychological Association, Sixth Edition (2009)** From American Psychological Association (APA)

<http://astore.amazon.com/liternet/detail/1433805618>

The following websites are some such guides:

<http://www.apastyle.org/>

<http://www.psychwww.com/resource/apacrib.htm>

<http://www.wooster.edu/psychology/apa-crib.html>

[http://www.wcu.edu/library/research/general/howtoguide/apastyle\\_how.html](http://www.wcu.edu/library/research/general/howtoguide/apastyle_how.html)

<http://www.bridgew.edu/Library/apa.htm>

[http://webster.commnet.edu/apa/apa\\_index.htm](http://webster.commnet.edu/apa/apa_index.htm)

<http://www.library.unr.edu/subjects/guides/apa.html>

<http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

<http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

### JOURNALS

Psychological Assessment

<http://www.apa.org/pubs/journals/pas/index.aspx>

#### Assessment:

Assessment publishes articles in the domain of applied clinical assessment. The emphasis of this journal is on publication of information of relevance to the use of assessment measures, including test development, validation, and interpretation practices. The scope of the journal includes research that can inform assessment practices in mental health, forensic, medical, and other applied settings.

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201629>

#### Assessment in Education

<http://www.tandf.co.uk/journals/carfax/0969594x.html>

#### Journal of School Psychology

<http://www.sciencedirect.com/science/journal/00224405>

#### Journal of Personality Assessment

<http://www.informaworld.com/smpp/title~content=t775653663~db=all>

**Journal of Psychoeducational Assessment**

Provides psychologists current information regarding psychological and educational assessment practices and instrumentation. **JPA** is known internationally for the quality of its assessment-related research, theory and position papers, practice applications, and book and test reviews. The journal emphasizes methodologically sound, empirically based studies, and publishes articles of interest to all assessment specialists, including school and clinical psychologists, educational diagnosticians, special educators, university instructors, and allied professionals.

**<http://jpa.sagepub.com/>**

**Useful Texts:**

Groth Marnat, G. (2009). *Handbook of Psychological Assessment*  
Fifth Edition includes: Updates on the new WAIS®-IV, WISC®-IV, and WMS®-IV An increased emphasis on diversity

Neukrug, E. & Fawcett, R. (2010). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.