

**Psychological Assessment (CPS1701): COURSE SYLLABUS – Winter 2014**

**Instructor:** R. Michael Bagby, Ph.D., ABAP.,C.Psych.

**Class Time/Location:** Mondays -13:00-15:00/Science Research Bldg. (SY), Room 121

**Office Hours/Location:** Mondays – By appointment only; SY Suite 122

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**Required Textbooks:** Harwood, T.M., Beutler, L.E., Groth-Marnat (2011). *Integrative assessment of adult personality*. New York: The Guilford Press.

**Course Description:** In this course I will provide an overview of basic issues in psychological assessment. I have designed the course to familiarize the student with fundamental concepts and principles in testing and assessment and to identify the primary constructs assessed by clinical psychologists. Students will also learn about professional issues in psychological assessment. This course provides the foundation for more advanced and additional assessment coursework and training. The course is organized around six content domains relevant for psychological assessment: (1) reliability, validity, standardization, prediction; (2) objective assessment of personality and psychopathology; (3) special topics - behavioural medicine, forensic assessment, multicultural assessment; (4) diagnostic interviewing; (5) very brief coverage of intelligence and neuropsychological assessment and (6) professional issues

**Learning Objectives:** By the end of this course, it is expected that you will have acquired the skills to do the following:

1. Articulate the historical developments in psychological assessment and the relevance of this history to current theories and contemporary practical issues in psychological assessment;
2. Appreciate multicultural issues in psychological assessment;
3. Apply basic psychometric principles when evaluating psychological tests;
4. Appreciate, appraise and communicate effectively primary personality, psychopathology, and intelligence/cognitive constructs that are the focus of psychological assessments.
5. Appreciate the fundamental principles and issues regarding professional issues surrounding psychological assessment.

**Weekly Topics and Important Sessional Dates**

WEEK	DATE	TOPIC
1	January 06	Introduction
2	January 13	Reliability - Reading(s): #16,22
3	January 20	Validity - Readings(s): #6,14,15
4	January 27	Standardization and Prediction - Readings: #8,9
5	February 03	Personality & Psychopathology - Readings: #2,10,19
6	February 17	Multicultural Assessment - Reading(s) #4,12,18
	February 24	Readings Week (No Class) – Reading(s): #7,13,17
7	March 03	Behavioural Medicine - Reading #1, TBA
8	March 10	Forensic – Reading(s) #11, TBA
9	March 17	Performance-Based Projective Assessment – Reading(s) Text, Chap. 10; TBA
10	March 24	MMPI-2, MMPI-2-RF - Readings: Text, Chap. 2; Ben-Porath (2012, Chap. 1)
11	March 31	PAI, MCMI-III – Reading(s): Text, Chaps. 7,8; TBA

12	April 07	NEO PI-R/NEO-III – Text Chap. 9; Readings: #3,5
13	April 15	Clinical and Diagnostic Interviewing – Readings: TBA

## READINGS:

Readings for this course are available through the electronic and “hard copy” reserves system of the University of Toronto Library. In addition we will be reading the *Standards for Educational and Psychological Testing* (1999), available for free from Kindle or PDF download at <http://archive.org/details/gov.law.aera.standards.1999>. This document is a must for your “personal professional” library; so, you may want to purchase a copy from APA/CPA.

Students are strongly encouraged to keep up with the assigned readings. Discussion of the seminar material assumes student familiarity with the assigned reading. To assist students in this regard, prior to each seminar class I will administer a brief quiz, which will include two very basic “short answer” questions based on the readings. In addition, I will randomly select one of the seminar students to assist me in leading and guiding the seminar for that class. Finally, prior to each class, students must submit to me one or two “discussion questions” that will be used to facilitate class discussion.

## GRADING AND COURSE REQUIREMENTS:

There are four differentially-weighted determinants for student evaluation – (1) a “term” paper; (2) cumulative performance on quizzes; (3) class participation; and (4) a class presentation. Students must write a comprehensive term paper (no more than 45 pages, including references, Tables and Figures), worth 40% of the final grade. Papers should be formatted according to the *Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)*, including title page, abstract, and tables/figures (if any). This paper will be discussed in detail in the first class and throughout the course. For this paper, students must evaluate the “psychometric” qualities of the newly developed *Personality Inventory for DSM-5 (PID-5)*. Quizzes are worth 10% of the final grade; there are 12 classes and 13 sets of reading requirements (I’m assuming students do read during Reading Week). Class participation is judged on the quality of discussion questions, participation in class and the guiding of seminar discussions, when selected, collectively; are worth 25%. Class presentations are worth 25%. These presentations will be discussed in detail in the first class and throughout the course; but briefly, each student will pick one of the methods/instruments of measuring personality and/or psychopathology covered in class – the MMPI-2-RF, the PAI, the MCMI-III, the NEO-III/NEO-PI-R, a performance-based projective test or the SCID – and provide a one hour presentation on it. The power point presentation will be made available to all other students as well as a comprehensive reference list. For the marking of all evaluation determinants, letter grades for each of them and the final grade will be assigned based on the distribution that appears at the end of this syllabus.

## NON-GRADED COURSE REQUIREMENTS

Students will be required to complete the objective measures of personality and psychopathology covered in this course – the MMPI-2-RF, the PAI, the MCMI-III and the NEO PI-R (or NEO-III) and, if possible, the Rorschach. These tests will be scored (anonymously) and returned to the student. This exercise is intended to further familiarize the student with these instruments. Finally, as an extension of this course, in the Summer term, 2014 all students will enrol in a three-day training workshop on the administration of the *Structured Clinical Interview for the Diagnostic and Statistical Manual (SCID)* to be held exclusively for UTSC clinical program students.

**Required Readings:**

1. Belar, C., & Park, T. (2001). Psychological assessment in the medical setting. In A. Vingerhoets (Ed) *Assessment In Behavioral Medicine* (pp.1-25). New York: Taylor and Francis.
2. Ben-Porath, Y.S. (2012). Assessing personality and psychopathology with self-report Inventories. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of Psychology: Vol X. Assessment Psychology 2<sup>nd</sup> Edition*. Hoboken, NJ: John Wiley & Sons, Inc.
3. Block, J. (1995). A contrarian view of the Five-Factor approach to personality description. *Psychological Bulletin*, *117*, 187-215.
4. Cheung, F.M. (2009). The cultural perspective in personality assessment. In J.N. Butcher (Ed). *Oxford Handbook of Personality Assessment* (pp. 44-58). New York: Oxford University Press.
5. Costa, P.T., & McCare, R.R. (2009). The Five Factor Model and the NEO inventories, In J.N. Butcher (Ed). *Oxford Handbook of Personality Assessment* (pp. 299-322). New York: Oxford University Press.
6. Cronbach, L. J. & Meehl, P. E. (1955). Construct Validity in Psychological Tests. *Psychological Bulletin*, *52*, 281-303.
7. Deary, I., Penke, L., & Johnson, W. (2010). The neuroscience of human intelligence differences. *Nature Reviews Neuroscience*, *11*, 201-211.
8. Finn, S.E. (2009). Incorporating base-rate information in daily clinical decision making. In J.N. Butcher (Ed). *Oxford Handbook of Personality Assessment* (pp. 140-149). New York: Oxford University Press.
9. Garb, H.N. (2003). Clinical Judgment and Mechanical Prediction. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of Psychology: Vol X. Assessment Psychology*. Hoboken, NJ: John Wiley & Sons, Inc.
10. Harkness, A.R. (2009). Theory and measurement of personality traits. In J.N. Butcher (Ed). *Oxford Handbook of Personality Assessment* (pp. 150-162). New York: Oxford University Press.
11. Heilbrun, K., Marczyk, G., DeMatteo, D., & MacI-Allen, J. (2007). A principles-based approach to forensic mental health assessment. In A M. Goldstein (Ed.) *Forensic Psychology: Emerging Topics and Expanding Roles* (pp. 45-72). New York: Wiley.
12. Helms, J. (1992). Why Is There No Study of Cultural Equivalence in Standardized Cognitive Ability Testing? *American Psychologist*, *47*, 1083-1101.
13. Kilgour, A., Starr, J., & Whalley, L. (2010). Associations between childhood intelligence (IQ), adult morbidity, and mortality. *Maturitas*, *65*, 98-105.
14. Pedhazur, E. J. & Schmelkin, L. P. (1991). Criterion-Related Validation. In *Measurement, Design and Analysis: An Integrated Approach* (pp. 30-51). Hillsdale, NJ: Lawrence Erlbaum and Associates.
15. Pedhazur, E. J. & Schmelkin, L. P. (1991). Construct Validation. In *Measurement, Design and Analysis: An Integrated Approach* (pp. 52-80). Hillsdale, NJ: Lawrence Erlbaum and Associates.
16. Pedhazur, E. J. & Schmelkin, L. P. (1991). Reliability. In *Measurement, Design and Analysis: An Integrated Approach* (pp. 81-117). Hillsdale, NJ: Lawrence Erlbaum and Associates.
17. Podell, K., et al. (2003). Assessment of Neuropsychological Functioning. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of Psychology: Vol X. Assessment Psychology*. Hoboken, NJ: John Wiley & Sons, Inc.
18. Reynolds, C.R. & Ramsay, M.C. (2003). Bias in Psychological Assessment: An Empirical Review and Recommendations. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of Psychology: Vol X*.

*Assessment Psychology*. Hoboken, NJ: John Wiley & Sons, Inc.

19. Tellegen, A. (1991). Personality Traits: Issues of Definition, Evidence, and Assessment. In W.M.Grove & D. Cicchetti (Eds.), *Thinking Clearly About Psychology: Essays in Honor of Paul E. Meehl, Vol.2: Personality and Psychopathology* (pp. 10-35). Minneapolis, MN: University of Minnesota Press.
20. Wiger, D.E. & Huntley, D.K. (2002). The Intake Interview Process. In *Essentials of Interviewing* (pp. 13-34). New York: John Wiley and Sons.
21. Wiger, D.E. & Huntley, D.K. (2002). Diagnostic Interviewing. In *Essentials of Interviewing* (pp. 137-166). New York: John Wiley and Sons.
22. Wiggins, J. S. (1973). The Basic Prediction Model and Its Applications. In *Personality and Prediction: Principles of Personality Assessment* (pp. 3-50). Reading, MA: Addison-Wesley

### **Plagiarism**

Please review this website which describes tips on how not to plagiarize:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. You will submit your final written report to the turnitin.com site. Turnitin.com is a tool that assists in detecting textual similarities between compared works (i.e., it is an electronic resource that assists in the detection and deterrence of plagiarism). Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

### **Accessibility:**

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 me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca).

### **Video and Auditory Recording**

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

### **Academic Integrity:**

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:

**In papers and assignments:**

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

**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. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

**Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:**

**Grading:** Any complaint about grading on any course evaluation (assignments, group presentation) should be made in writing to Dr. Bagby within one week of receiving the graded material and should detail the point of contention.

**Late Coursework:** If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day. If you provide legitimate documentation for your late assignment (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you must contact Dr. Bagby within one week of the missed assignment deadline (or as soon as is reasonably possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in this course (as set by the School of Graduate Studies). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

**Missed Exam:** If you miss your exam without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed examination (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you will be given one additional opportunity to take a "make-up" exam. ***Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from coursework, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see your physician within one day of a missed examination, presentation or assignment. Only documentation from a member registered with the College of Physicians and Surgeons of Ontario will be accepted. You must contact Dr. Bagby within one week of a missed presentation or coursework submission (or as soon as is reasonably possible).***

The University of Toronto's *Verification of Student Illness or Injury* form is located at the following web address:

[http://www.utoronto.ca/~registrar/resources/pdf\\_general/UTSCmedicalcertificate.pdf](http://www.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf)

**Grade Scales and Meaning of Grades**

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0