



Seminar in Clinical Assessment
PSYC 6319
University of Texas at El Paso
Fall, 2016

INSTRUCTOR

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Office: Vowell Hall room 204

Office hours: after class (let me know you are coming) or by appointment

COURSE TIME AND LOCATION

Mondays and Wednesdays 9:00-10:20, Classroom Building C203

REQUIRED MATERIALS

Groth-Marnat, G. (2009). *Handbook of psychological assessment (5th Ed.)*. Hoboken, NJ: Wiley.

Additional readings are described below.

COURSE DESCRIPTION

This course is designed to introduce students to concepts relevant to the assessment of personality, psychopathology, and intellectual functioning in clinical and research settings. Topics covered will include ethical issues in assessment, multicultural issues in assessment, objective and projective measures, psychometrics, structured interviewing, and selection of instruments for research purposes.

LEARNING OUTCOMES

At the end of this course, students should be able to:

- Describe the main principles of psychological test development.
- Describe the process of the ethical use of psychological testing.
- Describe the factors associated with proper clinical assessment of diverse populations.
- Describe the key characteristics of common measures of personality, psychopathology, and intellectual functioning.
- Select, administer, and interpret psychological measures in a research context.

ACADEMIC DISHONESTY

Academic dishonesty in any form will not be tolerated. Academic dishonesty includes: cheating on exams or assignments, forgery, and plagiarism. Students caught engaging in academic dishonesty may receive an "F" for the course. Please review UTEP's policy statement on academic dishonesty: <http://libraryweb.utep.edu/research/plagiarism.php>

DISABILITY ACCOMODATIONS

If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via e-mail (cass@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

COURSE REQUIREMENTS

Class participation. *15% of total grade.* As with any graduate level course, students are expected to attend class regularly having read the assigned readings. Attendance is particularly important in courses like this where clinical skills are practiced. Each student is expected to attend every class session and participate in the discussion on the readings for that week. Unavoidable absences should be communicated to the instructor via email.

Article review. *5% of total grade.* Each student will be assigned to one of the psychological measures that will be covered in the course. For the measure you are assigned, you will locate one empirical article using that measure and briefly present it to the class. You should bring hardcopies of the article for each member of the class. Details on this assignment will be discussed in class.

Midterm exam. *35% of total grade.* A written exam will be held in class on the date listed in the course schedule. The exam will cover the readings and lecture up to that date, focusing primarily on specific measures. Students will be able to bring limited notes (but not readings) to the exam. Details will be discussed in class.

Final project. *45% of total grade.* The final project will include a paper and presentation. The topic will be on the selection of measures appropriate for use in the student's research. Papers should be in APA style and be no more than 15 pages long, excluding references and title page. Students should discuss potential topics with the instructor before beginning this assignment. Papers are due via hardcopy to the instructor's mailbox by 5:00 on 12/5 and presentations will occur during the last week of class. Detailed instructions for the project will be posted to Blackboard.

GRADING

Grades will be based on the quality of the course requirements above using the following scale:

90% and above	=A
80 to 89%	=B
70 to 79%	=C
60 to 69%	=D
59% and below	=F

COURSE SCHEDULE

Adjustments to the course schedule are unlikely, but may occur. Adjustments will be announced in class and via email.

DATE	TOPIC/READINGS
8/22-8/24	<p>Course introduction Introduction to clinical assessment Psychometrics review</p> <p>Groth-Marnat, Chapter 1</p>
8/29-8/31	<p>Test development</p> <p>Murphy & Davidshofer Ch. 11</p>
9/5 9/7	<p>No class 9/5: Labor Day</p> <p>Translation issues</p> <p>Arnold, B. R., & Smith, J. L. (2013). Methodologies for test translation and cultural equivalence. In F. Paniagua & A. Yamada (Eds.), <i>Handbook of Multicultural Mental Health (2nd. Ed.)</i>. New York: Oxford.</p> <p>Matias-Carrelo et al. (2003). The Spanish translation and cultural adaptation of five mental health outcome measures.</p>
9/12-9/14	<p>Ethics and cultural issues</p> <p>Groth-Marnat, Chapter 2</p> <p>American Psychological Association. (2010). <i>Ethical Principles of Psychologists and Code of Conduct, 2002 version with 2010 amendments</i>.</p> <p>Cuellar, I. (1998). Cross-cultural clinical psychological assessment of Hispanic Americans. <i>Journal of Personality Assessment, 70</i>, 71-86.</p>
9/19-9/21	<p>Selecting measures for psychological research</p> <p>Constantine & Ponterotto</p>
9/26-9/28	<p>Clinical interviewing skills</p> <p>Groth-Marnat, Chapter 3</p> <p>Shea, S. C. (1994). <i>Psychiatric interviewing: The art of understanding</i></p>

	(pp. 575-620). Philadelphia: Saunders.
10/3-10/5	SCID-I First, M. B., Spitzer, R. L, Gibbon, M., & Williams, J. B. W. (2002). <i>Structured Clinical Interview for DSM-IV-TR Axis I Disorders, Clinician Version</i> . New York: Biometrics Research, New York State Psychiatric Institute.
10/10-10/12	SCID-I, part 2
10/17-10/19	MMPI-2 Groth-Marnat, Chapter 7
10/24-10/26	MCMI-III Groth-Marnat, Chapter 8
10/31-11/2	Intellectual assessment Groth-Marnat, Chapter 5
11/7	Neuropsychological assessment Groth-Marnat, Chapter 12
11/9	Midterm Exam
11/14-11/16	Projective tests Groth-Marnat, Chapters 10 & 11 (skim) Hunsley, Lee, & Wood (2003)
11/21	Integration of assessment information Groth-Marnat, Chapter 14
11/23	THANKSGIVING BREAK: NO CLASS
11/28-11/30	Student presentations
12/5, 5:00pm	Final paper due